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ABSTRACT

Conference papers are presented from a meeting that was convened in order to provide an opportunity for practitioners and experts in the fields of literacy, English as a Second Language (ESL), and parental involvement to discuss issues of importance in the implementation of educational programs for adults and out-of-school youth. The conference papers are organized into five sections. The first section includes papers that address multiple issues of importance to those involved in the fight against illiteracy. These range from the social and economic implications to specific methodological concerns and strategies to meet the needs of this population. The second section, devoted to ESL, contains articles discussing curriculum and instruction, assessment, methodology, and program implementation. Section 3 provides the basic components for effectively promoting parental involvement in the educational process. The fourth section features selected programs that have demonstrated unique characteristics of excellence. The final section covers specific topics pertinent to the area of adult literacy/ESL education, including the impact of new immigration laws, networking, and public policy. In addition, a list of Family English Literacy Programs throughout the nation is provided with a brief profile and the name of a contact person. (Author/GLR)

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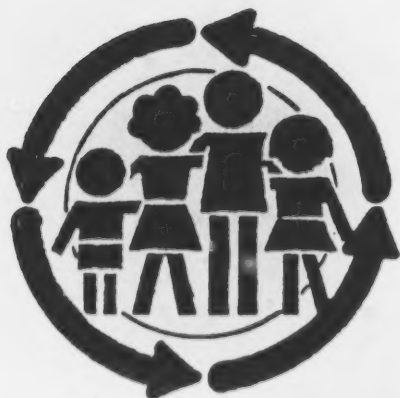
Promoting Adult Learning

Approaches to Literacy, ESL, and Parental Involvement

Proceedings of the Second Annual Symposium
Miami, Florida • June 11-12, 1987

Sponsored by the
Family English Literacy Network Program
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College of Education
Florida International University



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Family English Literacy Network Program
1988

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Delia C. Garcia
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SPECIAL ACKNOWLEDGEMENT

The Family English Literacy Netwoprk program would like to convey a special acknowledgement to Dr. Rosa Castro-Feinberg, Dade County School Board Member and Honorable State Representative Elaine Bloom, District 104 for their contribution to the panel discussion on "Issues of Adult Education." Both are strong advocates of the need to promote literacy education in the country and have taken leadership roles in bringing to the forefront this important issue.

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OVERVIEW AND PERSPECTIVES

Delia C. Garcia, editor

The symposium on Promoting Adult Learning: Approaches to Literacy, ESL and Parental Involvement was sponsored by the Family English Literacy Network program, a Title VII project funded through the Office of Bilingual Education and Minority Languages Affairs (OBEMLA). The conference was convened in order to provide an opportunity for practitioners and experts in the fields of literacy, English as a Second Language (ESL) and parental involvement to discuss issues of importance in the implementation of educational programs for adults and out-of-school youth. The objectives of the conference were:

1. to identify areas of concern in the process of providing literacy, ESL and parental involvement instruction and devise strategies to effectively impact its future direction;
2. to share successful approaches in these fields, creating a networking effect among agencies;
3. to raise the public's awareness as to the pressing needs of parents/adults and out-of-school youth in the areas of literacy and English language acquisition; and
4. to promote among teachers, administrators and policy makers the need to actively involve parents in their children's education and make them equal partners in the educational process.

This publication is organized into five sections. The first section entitled Literacy includes articles by Carman St. John Hunter, a leading authority in the area of literacy; Dr. Stephen Nunes, Director of State Adult Literacy in Virginia, who has conducted extensive research in the field, and Linda Mrowicki, author and publisher of A New Start literacy textbook series. The presentations in this area address multiple issues of importance to those involved in the fight against illiteracy. These range from the social and economic implications this condition poses to society at large to specific methodological concerns and strategies to meet the needs of this population.

The second section is devoted to English as a Second Language (ESL). Numerous perspectives regarding curriculum and instruction, assessment, methodology and program implementation are offered by the authors featured. Dr. Lucy Guglielmino, Florida Atlantic University, provides us with an array of practical strategies to facilitate the retention of students in ESL/literacy programs; Dr. Sarah Hudelson and Dr. Curtis

Bradley, Florida International University, give an insightful look into the area of adult vocational education and provide effective ways of integrating it into the regular ESL program. Bill Bliss, author of Side by Side and the new Expressways textbook series, introduces us to a "tri-dimensional" syllabus which incorporates three common approaches to ESL: grammar, topics and functions. The importance of this new design is its focus on a unified curriculum which better meets the survival needs of the adult limited English proficient population.

The third section entitled Parental Involvement provides readers with the basic components for effectively promoting parent involvement in the educational process: focusing on teachers and teacher training; assessing the developmental needs of LEP parents; increasing interagency coordination among service providers; and creating linkages between the school and community. Dr. Carmen Simich-Dudgeon, Research Associate at the Center for Applied Linguistics, makes a strong argument for the existing need to give teachers pre-service and in-service training in the area of parental involvement. Dr. Jose Oliva, Director of the Perth Amboy Family English Literacy Program, discusses the benefits of developing models of "interagency cooperation" as a viable mode in the provision of services to parents. Dr. Scott Enright, Associate Professor, Georgia State University, discusses activities which can be utilized to build bridges between the home and the school. I make the contention in my article that parental involvement must be formally acknowledged within a processual context. This notion implies developing specific steps to the implementation of programs to promote language minority parental participation including careful assessment of parents, training and evaluation.

The fourth section features selected programs that have demonstrated unique characteristics of excellence. The projects delineated have made a significant impact in the instruction of the limited English proficient population at various levels: local educational agencies, institutions of higher education and special projects. Dr. Berta Savariego, Coordinator, Office of Vocational Adult and Community Education, Dade County Public Schools, describes the county's initiative in responding to the emerging literacy/ESL needs posed by the growing number of immigrants coming into South Florida; Vilma T. Diaz and Lillian Cruz, School Board of Broward County, provide us with a special alternative math program for Haitian LEP students focusing on a hands-on approach; Miguel Gonzalez-Pando and Sandra Gutierrez, Florida International University, introduce us to the benefits of the use of the computer in ESL instruction through the BECAS software.

The final section of the publication covers specific topics of pertinence to the area of adult literacy/ESL education including the impact of new immigration laws, networking and public policy. The panel discussion included members such as: Dr. Rosa Castro-Feinberg, Dade County School Board; Honorable State

Representative Elaine Bloom, District 104; Mr. Matthew Meadows, Broward County Adult Basic Education Supervisor; Ms. Connie Gilbert, Dade County Supervisor, Adult and Community Education, and Ms. Cheryl Little, Attorney, Haitian Refugee Center.

The Appendices have been compiled to serve as a reference for additional resources in the three focus areas: literacy, ESL and parental involvement. An extensive review of the literature is included for further reading. In addition, a list of Family English Literacy programs throughout the nation is being provided with a brief profile and the contact person. These programs currently serve a multitude of language groups. Many of these projects have developed training materials for literacy, ESL, and parent education. Interested individuals are urged to contact these programs for further information.

FAMILY ENGLISH LITERACY NETWORK

The FELN program is a College of Education project funded through the Office of Bilingual Education and Minority Languages Affairs. It is designed to train Hispanic and Haitian limited-English-proficient (LEP) adults/parents in the areas of literacy, ESL and school involvement. The program utilizes an integrated educational model of "interagency coordination," combining community-based organizations, a local educational agency and an institution of higher education in Dade and Broward Counties.

Programmatic intervention aims at achieving the following:

- * improving the literacy skills of LEP adults and out-of-school youth,
- * increasing their English language proficiency to facilitate their successful adjustment to a new society,
- * assisting parents in developing specific competencies which will enable them to play a more active role in their children's educational process, and
- * augmenting the level of effective services available to the adult learner by emphasizing the establishment of linkages between agencies.

The program emphasizes a competency-based model of instruction in the education of adults which monitors the students' progress in relation to predetermined goals. The design consists of involving parents/adults and out-of-school youth in 80-hour cycles of instruction per level of literacy and ESL proficiency. The sessions are conducted at selected sites and times convenient to participants. The training includes a parental involvement component which enables participants to enhance their parenting and school involvement skills by participating in specific didactic and experiential activities with their children.

Instruction is provided in the following areas: literacy, survival ESL and life skills, introduction to the American educational system, parenting, school involvement, academic tutoring, human interaction, and communication.

A variety of competency-based life skills textbooks and materials are used for the ESL and literacy instruction. The parental involvement component is addressed in a series of ten

bilingual manuals developed by project staff. These provide parents with specific activities and skills required to facilitate home-based tutoring for their children.

The project has adopted and is currently field-testing the Comprehensive Adult Student Assessment System (CASAS) to evaluate program outcomes. This system is designed to provide for the correct placement of students into program level, monitor students' progress, and certify life skills competency attainment. CASAS is a validated Joint Dissemination Review Panel (JDRP) program and is part of the National Diffusion Network.

The project will have available for dissemination a manual for program replication comprising the following:

- * ESL competency-based CASAS correlated curriculum (beginning, intermediate, advanced levels)
- * adult literacy curriculum
- * model of parental involvement training
- * children's activity packets
- * guidelines for promoting interagency coordination

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I. LITERACY

TEACHING AND LEARNING FOR SECOND LANGUAGE LITERACY

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This is a new experience. I do not know you. Often I go to conferences where I see familiar faces everywhere. Although I do not really know you, I do know something important about you. I know that you are very special people. You have determined at some point to commit time and creative energy to discovering ways to help people who live in this country but who stand at risk of being kept out of the life, culture, and economy because of their limited knowledge of the English language. They are both shut out of the mainstream and kept within communities where their own language and culture predominate.

We have already heard something this morning about the psychology related to that reality. I hope to add another dimension, a sociological dimension. In your work and in mine with adults with limited literacy, I hope we can see ourselves as bridges between the culture and languages people bring and those which they find here. In the project in which you are engaged, you also work as bridges between children's learning and their parents. Bridges are connectors through which information and experience can flow in both directions, not to make both ends the same, but to allow them to interact with each other and, indeed, to influence each other.

Poverty and Illiteracy

I am sure that when many of you entered this field, you started out with the ideas that what people lacked was simply linguistic skill. You saw yourself primarily as a language teacher. Before you got very far, you probably discovered that it was not just a matter of helping parents discover how they could work with their children on the language. Rather, you found yourself involved in one of the major issues that this country faces today. That is, an issue that has to do not only with linguistic differences but with economic, social and class distinctions. In this country, we are not very fond of talking about class differences but that is really what is at stake.

While some of you may be working with people who have high levels of literacy in their own languages, most of us soon discover that the majority of people with limited English have little or no literacy skills in their own languages. The majority of the world's people are illiterate and, if we really look closely at the problem, we soon discover that this problem is not a literacy problem, per se, but it is the problem of poverty. In conference circles, I have become well-known for my contention that people are illiterate because they are poor and not the opposite. They are not poor because they are

illiterate. Some people try to pass it off as the old "chicken and egg" question but I do not believe it is that simple. Jonathon Kozol is one of the many people I find myself arguing with on this matter. Those of you who are familiar with his writings know that he, like many others, claims that if we would only put more money into literacy projects and if we just worked harder to teach everyone to read and write, we would cut the prison population to almost nothing; we would not have people on welfare; they would all succeed in finding jobs. Jonathon and I have had some lively debates about this!

A friend of mine, Caroline Persell (1977), has remarked in Education and Inequality that "children will never again be so equal as they were on the first day of school." We all know that they are not equal, even then, due to the differences they bring with them. She suggests, however, that assumptions held within the school system about poor children, especially those of different cultural backgrounds, lead to their being treated as though they cannot learn. Therefore, they do not. Attitudes about whether or not people can learn are so ingrained that children are put back and held back. It is really a social problem, not an educational or learning problem. I do not want any of you to go away saying, "Since we are faced with a social problem, there is nothing we can do about it." What we do as educators is of extreme importance, but we do have to realize that we are not going to resolve the whole problem by making people literate. We can, also, act as citizens to raise public consciousness about the complexity.

Last summer I saw a television broadcast originating in the Miami area. Two New York reporters were asking, "Why is it that the Hispanic population here in the Miami area learned the language so easily and is so successful in business while Hispanics in New York continue to live in poverty?" What they forgot was that at least the first wave of Cubans to come to Miami were from the highly educated classes in their native land and brought substantial economic resources with them. As we well know, some of the successive waves of Cubans have not done well. Most Hispanic people from the Caribbean and Central America are the poor and, consequently, arrived with very low levels of education and minimal financial resources.

Importance of Positive Cultural Images

There is an additional socio-cultural factor which is of extreme importance. My preferred definition of literacy is that it enables people to do what they want and need--or are required--to do in the place where they live; they can get access to the knowledge and information they need. Obviously anyone who lives in this country needs to know English to get along. However, there are many serious barriers to learning English as a second language. If their own language is not seen as being the bearer of a valued culture, they are inhibited in seeking to become fluent in another language. We have already

heard some reference to this matter today. I would like to add that learners readily sense the attitudes toward their language and culture through interactions in the classroom. This is equally true whether we are talking about a different language such as Spanish or Vietnamese or about a variation of English spoken by people who have been here for a long time. The school gives clear messages about how the society values the first language--and the culture related to it--of new immigrants.

Intergroup relationships within the society, relations of power and dominance, give a message. An article in the New York Times recently pointed out that the Japanese who are in this country for business reasons and are struggling with the language are very quick learners. They are not looked down upon. Why not? Because they are seen as successful in business. They have made it in the commercial world. Few other new immigrants are accorded so positive a reception.

Let us look for a moment at how this happens. In any community, we look down on those who are different if what they bring does not appear to have equal power and prestige on the world scale. That attitude is taken into the school and reflected in the classroom. It gets reflected through us as educators even when we know better. We have to work very, very hard to change ourselves. An example that surprises me is something I see in myself. I consider myself to be quite a feminist. However, when I hear someone say, "The judge entered the chamber," I immediately have a mental picture of a male judge. Don't you? That is the way we have been conditioned. Built-in sexism, racism, ethnocentrism are difficult to eradicate. Without meaning to, we may inhibit learning among our students. In most gatherings of adult educators, there are very few minorities represented. We bring the images of minority learners that are carried in the society of which we are a part.

All of this obviously has a lot to do with power relations between dominant and subdominant groups. We have learned, for instance, that Finnish students do not do well in Sweden where they are looked down upon but they do do well in Australia where this prejudicial assessment of Finnish culture does not exist. Failure does not occur when students are positively oriented both toward their own language and culture and toward the new language and culture. There is a difference, as I think Bill Bliss noted once, between new immigrants and people who have been here for a long time and suffered as victims of racism. The latter have often lost hope. With new immigrants, we must continually work to enable them to build positive feelings about their own heritage and their new one so that their hope will not be lost. It may help to ask ourselves whether we conceive of the acquisition of English by our students as providing a substitute for their original language and culture or as something that is being added to their original culture giving them an advantage over monolingual children. The difference is important. How ridiculous it is that we teach children that

their first language is worthless and then turn around and require those with only English to learn a second language in junior or senior high school!

Collaborative Models for Learning

Jim Cummins of the Ontario Institute for Studies in Education points to four important conditions that affect the learning of minority students. He claims that the basic question is not whether or not there is bilingual education in the school system--although he has convictions about that matter--but there are more basic factors than that one. The first is the degree to which the culture of minority students is incorporated into the school through the honoring of the values, the significant heroes, the traditional stories and literature of the minority culture. A second factor is the degree to which parents are recognized as significant collaborators with the school in matters pertaining to their children's education and are given a real role in decisions affecting the school. A third factor is the degree to which pedagogy and methodology in the classroom promote the intrinsic motivation of students to use the new language to generate knowledge about the world around them. (This factor is, of course, equally important for any teaching! Learning to think and to enter into real dialogue with others, including the teacher, is basic for anyone.) Finally, the degree to which professionals involved in assessment, testing, and grading become advocates for minority students as a group of potentially good learners is felt by these learners and also affects their sense of belonging as real people, not as problem people.

Learning from Each Other

I have been very fortunate. I have lived for long periods in three cultures that are different from the United States. The first may not seem very different to you, but if you were a Canadian, you would see it as quite distinct! All Canadians do. My father was American and my mother Canadian. I spent my early years in Canada and learned that it is quite all right to laugh at the contradictions between and among cultures without being disloyal (or worse) about one's own. We need, I believe, as bridge people, to foster a sense of freedom about observing and exposing contradictions in one's own culture and in others. And people of different backgrounds can help each other do this. We cannot do it as monocultural beings.

I spent four years in China and seven years in Brazil. I observed some of the Americans in both places as they gathered in their own ghettos and criticized the host country for not being like the United States. My own work was among students and they taught me how to learn their language and culture as an addition to my own that helped me understand my own better. All of these children you work with, and certainly their parents, can--if you help them--claim both cultures and be instrumental

in enabling us to understand ourselves better. Too often, we shut off genuine two-way communication.

Parent Involvement

Because your project is based on parent involvement in their children's learning, you know how important this can be. The parents gain the self-confidence that comes with doing something useful--especially in relation to their children's welfare. And research suggests that the children learn better when their families are supportive and knowledgeable about their school work. A study in England, known as the Haringey project, points in this direction. Three groups of children participated. Parents of the first group were told that their children would be assigned to read aloud to them each night. Even though some of the parents did not read or even speak English, they were asked to sit and listen as their children read to them in English. The second group of students were given extensive tutoring help outside class hours by special teachers. And the third, the control group, received no special help and were not instructed to read aloud to their parents. In the end, the surprising finding was that the children who read aloud to their parents did better even than those who received special help. Why was this? No one knows for sure. Was it because something was set up between the children and their parents that affected their motivation and self-confidence? Was it because the parents felt closer to their children's schooling and were better able to encourage them? We do not know but the results do appear to demonstrate that you are on the right track with your family related literacy project.

Generating Knowledge in the New Language

Another factor mentioned by Jim Cummins needs emphasis. A new language must be used, not simply through drills, grammar, spelling, and the usual exercises. It must be used to create new, meaningful knowledge for the learners. Whether or not this happens depends on our approach. Do we see the teaching-learning situation as one of transmission of information and knowledge or as the occasion for interaction between learners and teachers and among the learners themselves? Are we "banking" knowledge by depositing it in student's heads--as Paulo Freire notes--or are we inviting students to generate their own knowledge of the world around them, using the new language?

I read a wonderful article by Eleanor Duckworth (1986) who described an activity she once assigned to young teachers in training. She had them all observe the moon over a considerable period of time and record their observations. They described its position in the sky at times and dates, its shape, rising and setting hours and locations. She invited them to share their observations with each other periodically. Often their observations were in conflict with each other and they began

developing skill in explaining and defending differing understandings of what they were seeing, in listening to and learning from the explanations of others. Later they read scientific explanations of the lunar system that put their own first-hand knowledge in context. Initially these students could not understand the reason for the assignment but came, later, to appreciate what they had learned about how real learning happens. I suggest that there are innumerable topics and questions that our second language/second culture students could observe in their original and in their new culture, seeking differences and similarities. They could interview people from both cultures and begin to draw conclusions, sharing and testing these ideas with fellow students. Interesting topics might include: child-rearing practices, relations between men and women, treatment of the aging, ceremonies and celebrations. Later they might see what others have to say about these subjects, but, initially, they could generate their own knowledge regarding these significant personal issues.

Enthusiasm and Passion: A Movement for the Future

If you look at the places where successful literacy campaigns have taken place, another factor that clearly motivates learning is apparent. The literacy campaigns that can claim to have made a dramatic difference are those that took place in China, Cuba, Nicaragua, and Tanzania. Why? In each of these instances, people participated because they believed that their lives were going to be changed. A new society was coming into being through social revolution and, at last, they, the poor, were going to be able to contribute to and receive benefits from what was happening. Literacy was but one part of a much larger change that provided hope for the future. It seems to me that although no such major social change is on the horizon in this country, our students mostly came here because they do hope that this society will offer them a new chance. This hope needs to be nourished not only for those who come from other places but for all of us, especially the poor who have been marginalized and who make up the largest part of adult basic education classes.

Maxine Greene of Teachers' College, Columbia University, calls teachers to try to recover their historical role as transmitters of hope--not primarily of hope for material success in the consumer society, but hope that a more caring, humane, interactive society can come into being. She calls teachers to regain a degree of social passion for that which has not yet come into being. The problems that confront us--fear of nuclear disaster, injustice and inequality, homelessness, and the unemployment of so large a portion of our urban youth--these, she believes, can be resolved if we believe they can and if we are willing to hear from the people themselves, those most affected by the issues. Our learners are often among those who know suffering in their own lives and who, therefore, have experience and dreams that we must hear in the rest of society.

Although the learners with whom we work may have limited literacy, they are not dumb. In the 1960s, we learned that those most affected are best able to define what must be done. Our students have a message of hope and reconciliation for this society but first they need to know that their experience is important. In order that we may hear from them, their speaking must be legitimized by an invitation to participate in discerning the future. We, as teachers, are called to begin the process of their full participation as equal members, contributing to the future of this country. When we believe that they are not only learners, but also, teachers, then these excluded voices can begin to be heard. Our role is more important than we ever fully realize. That invitation begins in the interactions we as teachers have with them. When we believe they are capable of learning and capable of teaching us, too, then they will also believe in themselves and be freed to speak their word. That is a special kind of literacy--much needed and not yet achieved.

NOTES

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HOMETEAM: A COMPUTER-BASED WRITING PROGRAM

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A Statement of the Problem

One does not have to look very far for evidence of a growing national concern with the quality of writing in the United States. Educational journals and the mass media focus on concerns about illiteracy in general and the "writing problem" in particular. Most of the attention has centered on our schools because this is where we believe students should be learning to write. This assumption, however, does not appear to be accurate. In fact, researchers tell us that students are not learning to write in even a rudimentary way (NAEP, 1985). This means that semi-literate students are entering the work force at all levels of employment. As employees, they are apparently unable to express necessary information clearly in written form. And if this problem is pervasive among the general population, it takes on epidemic proportions among students and workers whose first language is other than English.

The problem is multi-faceted. While writing skills are limited among the general population, they are even more limited among LEP students (both school-aged and adult learners). Writing problems surface in the schools and continue to emerge in the workplace. School-based interventions have little or no impact because the root of the problem is outside the traditional realm of the school. The opportunity for LEP students to practice their English at home is greatly diminished because the home language is not English. English literate role models are too often absent from the lives of the students in most need. The problem is both intergenerational and self-perpetuating. Heads of households among recent arrivals are often not parents but older siblings or other relatives. When the older generation is finally reunited with their children, the children have already acquired some English survival skills and can act as translators for their parents. There is little incentive, then, for the parents to learn to speak English, let alone learn to write it.

During the past two years, we at the Network have been addressing the problem of intergenerational illiteracy in writing through Project HOMETEAM, funded by OBEMLA under the Family English Literacy Program of Title VII.

Purpose of Project

The purpose of the Home Team Project is to assist school districts and community based organizations in operating a Family English Literacy program. This program can help limited English proficient (LEP) adults and out-of-school youth achieve competence in the English Language. The emphasis of the Home Team Project is the design and implementation of instructional strategies that will enable parents and other family members (including out-of-school youth) to help their children learn English while becoming more proficient in English themselves (Herman & Yeh, 1983).

The project addresses these objectives which reflect the needs of bilingual educators in the northeast region of the United States:

- to improve English literacy among LEP parents with children in our schools;
- to help parents help their children;
- to foster school-home networking to better serve LEP children; and
- to empower LEP parents and out-of-school youth with strategies to better integrate themselves in this society.

Our approach to Family English Literacy emphasizes language production, specifically writing. By improving writing, we assert that the other language functions--reading, listening, speaking--will improve as well. To write, one must listen and comprehend, speak and share ideas, and read for information gathering, as well as revise one's own text. Writing is the root of literacy for this reason, and those who are proficient in the skills/art/process of writing are stronger competitors in the work force that increasingly demands clearly articulated ideas and fluent prose.

The Home Team Project is designed to do the following:

- Establish a network of adult writers' workshops for limited English proficient parents and out-of-school youth, giving preference to parents of children in other Title VII programs. A workshop in the Home Team Project is a PLACE, not a process.
- Develop a set of guiding activities for the workshops.
- Train local district teachers and aides to staff and manage the writers' workshops.

- Assist teachers and aides in the implementation of the project in their schools, including:
 - developing applications of instructional strategies using the computer;
 - keeping track of individuals' progress;
 - diagnosing individual writing samples and applying appropriate strategies for improvement;
 - solving scheduling and computer access problems;
 - troubleshooting hardware and software problems; and
 - helping parents help their children.
- Write a Resource Guide for teachers and aides to use as a reference and planning tool.
- Evaluate the impact of the instruction on adults and on their children, if appropriate.

Program objectives focusing on adults and out-of-school youth are as follows:

- to improve our clients' oral production of English as measured by an oral language proficiency test such as SOLOM or the Bilingual Syntax Measure (BSM); and
- to improve attitudes toward writing measured by an oral language interview given at the beginning, middle, and end of the program.

The cornerstone of the project is a process approach to writing. At the core of the instruction are the software "tools" used to plan, compose, edit, revise, store, and print written work. These tools, when adapted through the Home Team Project, allow the teachers to tailor writing instruction and activities for their students, regardless of their level of English language proficiency.

What the Literature Has Shown

Interest in writing, from both a pragmatic and theoretical perspective, has been very keen during the past several years. We have seen repeated evidence, unfortunately, to support the public outcry about poor writing skills. Many of us have observed that elementary school children are not taught adequate composition skills. Applebee's 1981 study concludes that high schoolers rarely have above minimum writing skills and lack simple writing ability regardless of genre or content. On campus, Ohio State University has reported that 30 percent of its freshmen are unprepared for college writing. Seventy percent of University of Texas freshmen must take basic composition courses, a 20 percent increase since 1968; and 75 percent of Berkeley freshmen are scoring poorly on the College Entrance Examination Board Composition Test. Clearly, students are not learning to write competently, suggesting that we need to change the way composition is taught. If students who are native speakers of English have difficulty writing, it stands to reason that students of limited English proficiency have an even greater task in their education: to acquire another language (English) while they are learning to write.

The most influential direction in both theory and practice in the field of writing for Project HOMETEAM has been the movement away from product and toward process. In a "product" orientation, grammar, spelling, handwriting, and neatness hold paramount importance, while in a "process" approach, meaning and content are of primary importance for the writer. Through the process of revising or editing, the writer can refine his or her thoughts, structure, and grammar over successive drafts. At first blush, a process approach seems contradictory to the growing concern about poor writers both in schools and the work force. A skeptic might ask: why not continue to drill on the correct forms, teach proper grammar and spelling and then won't the product be improved? Furthermore, most Adult Literacy programs are performance-based and product-oriented part-to-whole language learning programs (Lerche et al., 1985). But for decades we have been teaching writing out of stylistic textbooks and handbooks of grammar. And apparently this form of pedagogy has not worked.

So the question remains: how can we as educators help students become competent writers? Perhaps we should be looking at what professional writers, journalists, novelists, historians do when they write. How do they get the desired results? Can we capture some of their strategies and incorporate them into teaching and learning? What do unskilled writers do that is different? Can we work with them to change their unsuccessful writing strategies?

The Process Approach

In Project HOMETEAM we began to look at process and to examine the seminal works on the process of composing (writing) (Emig 1971, Graves 1977, Moffett 1968, Murray 1968). We saw an underlying question pushing the inquiry in the literature--WHAT DO WRITERS DO WHEN THEY WRITE? If we could find some answers, would they not profoundly affect how we teach writing? Furthermore, shouldn't we examine the writing processes of both skilled and unskilled writers, and see where they are the same, where they are different? The work of Sondra Perl (1979) and Mina Shaughnessy (1977) typifies the body of research on the unskilled writer and it is from their typologies that we looked more closely at the processes of unskilled writers and, more importantly, learned from the actual case studies themselves.

What sets unskilled writers apart from skilled ones? Unskilled writers spend little time considering the reader (Flower, 1978). They take less time to plan and their plans are less flexible than those of the good writers (Rose, 1980). They re-scan segments of their writing less often than the skilled writers do (Perl, 1981). When they DO re-scan, it is usually more for the purpose of correcting surface-level errors than for assessing the fit between their plans and their product (Flower & Hayes, 1981). They are overly and prematurely concerned with accuracy (Perl, 1979). Once they put words on a page, they see them as permanent and seldom rework them. The first draft either becomes the final draft or resembles it very closely. The changes they make focus almost entirely on form rather than on content.

Out of the seemingly idiosyncratic maze of writers' activities, researchers have been studying the composing process and have been assembling a composite picture of a process that is far from idiosyncratic. For example, we now know that there are many things that experienced writers do that unskilled writers do not. Experienced writers consider purpose and audience. They consult their own background knowledge. They let ideas incubate. They plan. As they write, they look back over what they have written to keep in touch with their "conceptual blueprint" (Beach, 1979) which helps them plan what to write next. They request and use feedback to rewrite and revise what they have written.

But many textbooks have reduced the writing process to a formulaic linear set of steps. Contrary to what these books advise, writers do NOT follow a neat sequence of planning, composing, and then revising. The process that produces the finished composition, essay, or story is not linear at all. Instead, it is recursive, a "cyclical process during which writers move back and forth on a continuum, discovering, analyzing, and synthesizing ideas" (Hughey et al., 1983). With

such "retrospective structuring" (Perl, 1979), writers inevitably discover new ideas as they write and then change their plans and text accordingly. Writing, therefore, does not serve just to record preformed ideas; it helps create and form ideas too. We agree with Emig (1977) who views writing as a tool for learning and not just as a means to demonstrate what one has learned.

So what happened? If this research has given us any insight into the writing process, why haven't we done better? Why after all this informative work has the pedagogy of writing lagged so far behind? Is there more to the problem than meets the eye? Have we failed to go deep enough? The quality of writing in schools and in the work force is still under attack.

It is not surprising, when one examines the type of writing assignments high schoolers are given, that the quality of writing continues to be poor. Applebee and his associates (1981) found that the writing students do in content areas consists primarily of short answer, fill-in-the-blank, and multiple choice exercises. Writing of paragraph length or longer occurred only in three percent of observed lesson time. Paragraph-length writing occurred almost exclusively in English class, and even then only ten percent of observed class time was spent on this activity. This is particularly problematic for the LEP student who probably is in a "special" English class in the first place. When do these learners have the much-needed opportunity to write connected text? When can they take the risks in the production of their second language to become facile with it?

Applebee's research reflects more on the way writing is taught than on student ability. Undemanding, unmotivating assignments were the norm in both his observational study of two high schools and in his national survey. While "filling in the blanks" may be an effective way of assessing mastery of factual information in content areas and typical of Adult Literacy programs, it does little to promote writing as a way to explore thoughts, opinions, and feelings; to discover meaning through language use; and to communicate through written discourse.

Applebee's recommendations focus on improving the way writing is taught. Student ability can only improve if instructional practices improve. We need to bridge the gap between what we know about how writers write and how we teach writing. That is where Project HOMETEAM begins--training the teachers, tutors and aides in the process approach to composing using the computer (word processor) as the primary tool.

A Need for Teacher Training

Many educators agree that writing--the ability to express oneself with clarity and grace--is not taught in our schools (Emig, 1977; Murray, 1968). Some teachers believe that writing cannot be taught and that the ability to write is an inherent capability that some possess and others do not (Stallard, 1974). There are few English teachers (not to mention bilingual or ESL teachers) who are formally prepared to teach writing. Perhaps they might have been trained as teachers of grammar or teachers of literature. A study by the National Council of Teachers of English (1978) revealed that only half of the English teachers in the country majored in English, either literature or grammar, in college and only a handful had courses in composition beyond freshman English. Often teachers who are untrained in writing skills ignore the writing process altogether. The losers are the students, and most profoundly, those students who are limited in their proficiency in English. Our own investigations of Adult Literacy projects in the Northeast have also indicated little time spent on writing. Most service-providers with whom we have talked would like to do more with writing and their LEP students, but they are not equipped instructionally to do so.

Rationale for the Word Processor/Computer

Writing for all students, and for the LEP student in particular, has one major handicap: it is a relatively slow, laborious process. We can speak much faster than we can write. Most people can speak at rates of up to three words per second without undue difficulty. However, it might take as long as ten seconds to write those same three words longhand. In addition, the text has to be edited, amended, restated, reworded, again and again. Students' disinclination to revise is well documented, as we note below, and many argue that if writing is made excessively laborious for students, they will lose their already battered motivation.

Why is revision such an unappealing task for students? To start with, it is a very complex task. Scardamalia (1982) suggests that what novice writers lack primarily is the ability to evaluate their own work. Research has shown, however, that when evaluative input of an appropriate kind is given, students can respond effectively to it (Daiute, 1985). Graves (1977) found children as young as age eight making extensive and successful revisions in response to appropriate feedback from teachers and peers. Graves concludes that even though most children are able to change something in their texts, they will not do so without help. This hesitancy is even more pronounced with unskilled adults.

Most students do not revise because they do not see the larger context of their work. They cannot handle the scope of revision demanded, especially if the work is long and involved (NAEP, 1977). Even if they can think of additional information to be included, they do not know where to put it without prompting.

Many students do not revise because their personal investment in the piece is not very extensive. They have been given a topic they had little interest in or have chosen the topic with little forethought. They have struggled through the handwriting and the spelling. They feel that just putting the words on paper is enough. Many able students are not accustomed to pushing beyond first attempts toward a level of excellence (Nold, 1978). In their experience, only the less skilled have to continue to work on their papers. Our own research shows that finishing a selection fast is a very important criterion for LEP writers, and the idea of returning to a selection to write and improve it is virtually unknown to them (Kaiser & Raupp, 1986).

Another difficulty students have with revising is finding their errors. Daiute (1985) points out that memory, attention, and psychological constraints allow errors to slip, thus preventing benefit from feedback that helps them focus their attention on individual text features. We agree with this general assessment, but caution teachers and tutors to break away from the obsession with surface-level error corrections and move toward revision of content and ideas.

Because writing teachers invest so much time responding to students' writing, researchers have investigated how composition teachers respond to their students' texts. These investigations reveal that, for the most part, teachers respond to student writing as if it were a final draft, thus reinforcing an extremely constricted notion of composing (Zamel, 1985). They also reveal the assumptions teachers hold about writing. For example, Sommers' 1982 study of teachers' comments--comments that were intended to motivate revision--indicates that they distract students' attention away from their own purposes in writing a particular text, and focus that attention on the teacher's purpose. As a result, students revise according to changes that teachers impose on the text (Zamel, 1985).

Our Attempt at a Solution to the Problem

We believe that students of limited English proficiency will become better writers, faster, if they use the computer to compose. This belief stems from our understanding of how the composing process works, how it can be "taught", and our hands-on experience using the computer as a tool in the teaching of writing over the last seven years. In recent years the most exciting additions to the field of composition have come from computer applications, specifically word processing. And how or why might word processing skills help students write better?

First, as teachers, we can structure prewriting activities for students on the computer by creating, prompting or cuing questions in a logical sequence, and then placing these questions in a file for prewriting. A student can access the file and respond to these as part of prewriting activity. We can

also help students formulate their own prewriting activities. And best of all, we can link each of these activities to facets of our curriculum or to real-life experiences for the individual student--an attractive motivator.

Simple word processing software is effective and appealing because of the ease with which a writer can enter text...you just start typing. Many so-called writing programs bog the student down with drill on syntax and grammar. We believe that students write better and faster if they are allowed to write, and are allowed to write about what is meaningful to them. They can only write if they "prime the pump" or have the information from which they can form their own thoughts which will become their writing. With the word processor, they can spend their time at the computer writing and thinking and changing what they have written and writing some more. Drill and practice on forms, grammar and usage should come from some other block of instructional time because these are not writing.

Good word processing software also simplifies the whole stage of revision in the writing process. No longer will students "have to copy it over." No longer will they resist helpful corrective feedback from the teacher or a peer because, with a word processor, the alteration is easy to make and the results are so immediately gratifying. No longer will students be leery of adding new ideas because they "have to copy the whole thing over." Time and effort, two of the major hurdles in revising one's writing, will no longer serve as excuses in the improvement of texts. Students can produce a revised, "clean" copy quickly and easily.

And last, but not least, we can all see the smile on our students' faces when they print their work. They exude pride as they show it to their peers and plan to take it home and show their family and friends. "Sure you can use my composition or letter for the bulletin board or the next exhibition." When was the last time we heard such glad tidings...

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ISSUES IN ADULT ILLITERACY

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The topic that I am going to address today is providing a profile of illiteracy. I would like to raise what I believe are some of the key issues facing us today as we develop and implement our educational programs to confront illiteracy.

The first issue that comes to mind is public awareness. Recently, the Public Broadcasting System (PBS) and ABC television networks launched a nationwide campaign to increase public awareness on the problem of illiteracy in our country. Needless to say this has been tremendously helpful to those of us involved in literacy education. Not only is the campaign needed but also welcomed.

An inherent danger nevertheless exists in the campaign of which we must be aware. The media had a very limited amount of time (30 or 60 second spots) in which to deliver its message. The message, by the very nature of the medium, is short and has a tendency to be over-simplistic. "People can't read; we teach them to read." We all know that it is not that simple. Teaching people to read or learn English is a very complex, long-term process.

For example, in English as a Second Language (ESL), there are a multitude of cultural variables that are inclusive in the instructional process. For example, what about the time commitment required, on the part of the student, to reach proficiency in another language?

We must be very careful not to delude those we serve that learning how to read and write will mean a short-term commitment of time and effort. We must also be aware of the fact that though the public perception of the problem may be reasonably accurate, their perception of the solution may be overly simplistic.

This tendency to simplify a complex problem is reflected in the general attitude toward illiteracy itself, which brings us to the second issue. There seems to be a mistaken notion that illiteracy is an educational problem.

Illiteracy is not just an educational problem. The resolution of the problem is not going to be accomplished through education alone. The fact of the matter is that illiteracy is as much a social and economic problem as it is an educational problem. As long as we approach illiteracy from a purely educational perspective our efforts are doomed to failure. These efforts will remain fragmented and counter-productive. We will be

working in isolation and be divorcing ourselves from reality. In essence, what we accomplish will have little significance or importance in reducing illiteracy.

As David Harman points out, literacy is contextual. It is a value, not merely a skill. What happens in literacy education happens in the community, not in educational programs. Our educational efforts are only as good as the context from which they are derived. It is the value of the written word in the community which ultimately determines our success or failure. It is the environment from which our students come, and to which they will return, which will either reinforce what we have attempted to teach or undo what the students have learned.

If this seems far-fetched or too philosophical, just consider this: during high school and college, I had five years of Spanish. Today I can speak very little Spanish. Why? Yes, it may have had something to do with the method used to teach me Spanish, but I propose that it was probably because I never had the opportunity to use Spanish in my environment. Spanish was valued as a foreign language but where I came from, it certainly was not valued as a primary form of communication.

Yet I can speak a Filipino language called Ilongo. I learned the basics of the language in the three months in Peace Corps training. I was put into an environment where I needed the language in order to function in the community. Thus I was not only immersed in the language during instruction, but I was immersed in the language during my day-to-day living.

The point I would like to make is that any type of literacy education is dependent upon the environment and community. What is happening in the community has a tremendous significance on what happens in the classroom.

What does all this imply? Simply put, it implies that our responsibilities as teachers, administrators or specialists go far beyond the educational institution or the classroom. The responsibility includes our participation in advocating literacy as a value in the community.

Please note that the issues raised thus far belie any attempt at short-term, simple solutions. If you are committed, both personally and professionally, to literacy education then you are in for the duration--probably for the rest of your life. Illiteracy is a complex problem which needs long-term strategies inclusive of the cooperation and collaboration of the social, economic and educational dimensions of our communities.

Let us, for a moment, put illiteracy in the context of a social problem. I would venture to say that if you asked the "average" citizen where he/she would rank illiteracy as a social problem, it probably would not be in the top five. Crime, poverty, drug abuse, AIDS are considered our major social problems. This

raises a third issue--illiteracy, though important, is not considered a top priority in funding and programs for addressing our social programs.

The fact is that there is a definite correlation between crime, poverty, unemployment and illiteracy. Illiteracy is a common denominator found in many of our social ills. But I should be quick to point out that it does not follow that if we eradicate illiteracy, we will solve our social ills. Rather, if we eradicate illiteracy we will have taken a significant step in solving some of our most pressing social problems. Our major task in addressing the issue of illiteracy within a social context is to demonstrate the relationship between a literate society and a truly progressive, relatively healthy community.

Thus far we have looked at rather broad global issues concerning illiteracy. Though they are important and affect what we are trying to accomplish, what about the personal day-to-day issues we face in our efforts to teach people to read and write? Before identifying some of these issues, I think it is important to establish a frame of reference. The success of a literacy education program is dependent upon the interaction between the facilitator and learner in the learning process. The most that an administrator, program designer or curriculum specialist can hope for is to assist in making this interaction effective and positive. Therefore, the "local" issues I will mention concern facilitator/learner interaction.

The first issue is that what we do is not a high impact, quick turn-around activity. As mentioned earlier, it is a long-term, slow process which utilizes, to the utmost, a facilitator's or learner's abilities in terms of persistence, motivation, commitment, and patience. Thus, the immediate rewards are minimal and the amount of work required for results is high. This is an issue precisely because many facilitators and learners are confronted with unrealistic expectations coupled with very little gratification. When this occurs it usually leads to "burn-out" on the part of facilitators and resignation on the part of the learner. There is no longer a "teachable moment" but rather a "forgettable hour of instruction."

We all realize and understand that learning can be frustrating and involves hard work. But there is really no need to make it more difficult than it is by creating the illusion that it is always a joyful and rewarding experience. Some administrators and so-called experts must realize that to "produce" in an instructional setting does not just imply an increase in reading or comprehension ability but also may include qualitative variables such as empowerment, personal fulfillment, and self-esteem. We are in the business of change, not image building.

This issue of expectations relates directly to the second issue in local literacy education programs, namely, the need to

recognize and address the problem of multi-faceted goals in a given program or class. Arlene Fingeret, from North Carolina State University, has raised this issue in her recent study of adult basic education programs in North Carolina.

Basically, this issue centers around the reality that in any given instructional program--and this is especially true in literacy programs--there are usually three sets of goals: the program administrator's goals, the facilitator's goals and the learner's goals. What makes this an issue is that, in many cases, these goals are not congruent; not that they should be, but most people do not even recognize the difference.

The results of this lack of recognition leads to misunderstanding and confusion. For example, an administrator's goal may be able to serve "X" number of students; the facilitator's goal may be that his/her students will increase their reading skill one grade level for every sixty hours of instruction; the student's goal may be to just learn enough to be able to say that he/she can read (however they define it). Though these goals are somewhat related, the bottom line is that the success or failure of the instruction is going to be measured in three different ways. Within one instructional mode we are faced with three different expected outcomes to which we are applying one standard of success--depending on whom you ask.

But what is interesting about this situation is the fact that the person who is caught in the middle is the facilitator. He/she is answerable to the administrator, him/herself, and the learner. It is a very difficult situation indeed.

In order to resolve this dilemma we need to broaden our criteria for a "successful learning experience." In adult education, whether it be ESL or literacy, the educational door swings both ways. The adult is not required by law to participate. He/she is participating because of a self-perceived or real need. Admittedly, we have an obligation to assist the adult in fulfilling that need relative to the broader context of the needs of society. If the adult "drops out" after only participating in a segment of the prescribed program, does that mean that the facilitator or "program" has failed? Possibly. It could also mean that the adult has fulfilled his/her need.

So far, I have attempted to raise just a few issues regarding literacy education. I must admit that it is quite easy to raise the issues. It is a different matter to try to resolve these and other issues which we face every day.

There are no easy answers. Regardless of how we decide to address these issues, there are some questions which may prove useful in our task:

- * Constantly we need to ask ourselves why are we doing this? What is the purpose? For whom are we doing

it?

- * What do we need to accomplish our task? What are the right questions? What is the relationship between values inherent in what we do and our personal and professional goals and objectives?
- * How do we know when we have succeeded or failed? What options do we have in making us better facilitators or learners?
- * Who is ultimately responsible for learning? The learner? the facilitator? the administrator? all three? How? Why? To what degree?

Finally, it is important to keep in mind that literacy education is in process--it always will be. You all can take pride in the fact that what you are contributing to our efforts today will significantly increase the ability of those who will follow us to address the same problems. We are in a time of change and in the process of accepting a challenge. I cannot think of a more exciting set of circumstances as a professional adult educator.

EFFECTIVE TEACHING STRATEGIES FOR ESL/LITERACY INSTRUCTORS

Dr. Gay Outler
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Teaching and Learning Styles

Effective teaching is a critical factor at all levels of education. It is especially important in adult basic education because many adults students have had unsatisfactory experiences in school settings. They are somewhat unsure of themselves and fearful of entering an adult education course. Thus, your friendliness and helpfulness can make a big difference to these students.

Keep in mind that there is no single best way to teach adults. Much depends on the content of the course, the background and personality of the student, and your style of teaching and relating to adults.

First Impressions

First impressions are important. Remember that your own feelings about groups and people have been shaped by your first encounters with them. This also is true of the adults in your class. More people drop out of adult education classes after the first or second session than do later in the course. So it is especially important during the first sessions to use techniques that encourage adults to persist in your course.

To be effective, first sessions should be friendly and should offer each student an opportunity for success. Some adults will be fearful of bad experiences in your course. They may be afraid of appearing stupid or being ridiculed. This is especially true for adults with little experience in adult education and with unhappy experiences in earlier formal schooling. A friendly, supportive climate will help participants feel welcome and comfortable. Certainly, you will introduce students to one another, using any ice-breaker activities you enjoy. Adult students are especially appreciative of teachers who are informal, confident, enthusiastic, responsive, organized, and creative.

Remember that students are in your course because they want to learn something. During their first session, it is important that they experience success at learning something of significance to them. You can help this happen by talking with each newcomer. Find out a little about his or her background, interests, and goals. Then select a learning task that is of interest to that student and that is small enough to be completed successfully in the first session.

Teaching Styles

From the first time you meet your students, you will be making an impression on them. Adults--regardless of their academic skills--will be very perceptive about your teaching style. They may not know what technique you are using, but they will know whether you are comfortable with it. It is important that you not try to be something you are not. You and your students will benefit if you use a teaching style with which you are comfortable.

Your teaching style will be based upon your own personality, the nature of the course content, how you perceive the role of the teacher, and what your students expect. You may not even know how to "label" your teaching style. If you consistently meet with success, you may not even need to know why. If you do not meet with the success you desire, you might want to re-evaluate your teaching style in order to relate it better to your students' learning styles.

Learning Styles

To identify learning styles, you will need to use test results, recommendations from other professionals, information you get from students themselves, and especially your own observations. If your teaching has been in an area other than adult basic education, be prepared for a wide variety of learning styles among your students. Also be prepared for the fact that you will not magically be able to identify a student's learning style.

Adult Basic Education (ABE) students do learn in many ways, but they have an impoverished repertoire of learning styles. They do not know what the options are. Many of the variables that affect teaching style also affect learning style. Personality, course content, and expectations all help influence learning style.

Plan Your Teaching (Set Objectives)

Your attention to students' needs is likely to produce more potential course objectives than you can cover. Thus, you have to set priorities. The important issues are what you think the student needs to learn and what the student is willing to learn at that time. It is easy for adult educators to overlook the fact that it does not matter what the teacher would like a student to learn at a given time if the student is not willing to learn it. You can analyze your students' expectations and your expectations by applying three questions to study plans being made:

1. What does the student need at this time? Use test results, your personal observations, statements made by the student, and any other available information

to discover what the student really needs to learn.

2. What would be helpful for the student to know? If time, personal skills, and motivation permitted, what would enrich the student's knowledge and help him or her lead a broader life?
3. What is irrelevant at this time? In view of the student's actual capabilities, what plans have you made that would be useless to the student at this specific time?

STAGES OF READING

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Providing literacy instruction to Limited English Proficient (LEP) adults is a challenging task, especially when the LEP adult has no or few transferable reading skills in the native language. In planning literacy instruction, programs have to identify the types of LEP literacy students, define reading, and identify appropriate instructional activities.

Who are LEP literacy students?

There are four basic categories:

Pre-literate: Learners who are unable to read and write their own language and who come from a culture in which literacy is rare or non-existent.

Illiterate: Learners who are not able to read or write their own language but who come from a culture where literacy is common.

Semi-literate: Learners who are not able to read or write their own language beyond an elementary level.

Literate in a non-Roman alphabet:

Learners who are not familiar with the Roman alphabet.

The degree of transferable literacy skills has a great impact on the speed at which a student develops English literacy skills and the selection of appropriate instructional activities.

What is reading?

Reading is a process in which the reader derives meaning from print by bringing meaning to it. This definition implies that the reader has experiences, beliefs, values, and knowledge which affect the meaning gathering process.

Ten basic assumptions about the reading process are:

1. There are a variety of reasons for reading: for total comprehension, for main ideas, for a general idea, for critical evaluation, or for precise details.
2. An efficient reader uses the strategies of sampling, predicting, and confirming/correcting the predictions.
3. A reader uses his or her own experiences, values and background knowledge to make predictions and confirm/correct them and to store meaning from the text into the long term memory.
4. A reader uses the context provided by illustrations and within sentences, paragraphs, and the entire text to make predictions and to correct/confirm them.
5. A reader uses language cues (syntactic, semantic, and grapho-phonetic) to make predictions and correct/confirm them.
6. When a reader makes a wrong prediction, the reader often regresses to print previously processed and re-samples and makes another prediction.
7. A reader processes information in meaningful units, that is, "chunks".
8. A reader uses a variety of skills to decipher language cues and to extract meaning from the text.
9. An efficient reader does not necessarily process every word in order to obtain the meaning.
10. An efficient reader uses context to get the meaning of unfamiliar words. Occasionally, a reader will use grapho-phoneme cues to determine the meaning.

The above definition of reading and the assumptions imply that reading instruction for the LEP must contain culturally and linguistically appropriate reading materials and that the reading instruction must emphasize reading for meaning and foster the development of efficient reading strategies.

What are appropriate instructional activities?

The selection of instructional activities depends on the type of literacy students and the purpose of the literacy instruction. For program and curriculum development, five stages are useful.

STAGE ONE: Mechanical Skills

Preliterate, nonliterate, and students unfamiliar with the Roman alphabet begin ESL literacy instruction at this stage. Their instruction focuses upon discrimination of shapes, letters, and numbers: recognition of spacing and directionality.

Common activities at this stage are identifying the same letters in a group, matching the same letters or words, tracing and copying.

STAGE TWO: Connecting Written Language with Oral Language

Students at this stage of reading have successfully developed Stage One skills or are semi-literate in a Roman alphabet or are literate in their own language but have no knowledge of English. The focus of their instruction is on developing recognition of common English words.

Four frequently used activities for this stage are dialog practice, sight work practice, language experience, and total physical response in a written format.

STAGE THREE: Reading for New Information

This stage is for students who have completed Stage Two or who enter the literacy program with transferable literacy skills and some knowledge of English. The focus is on the development of reading skills so that students can obtain new meaning from print.

Students are encouraged to develop sampling, predicting, and confirming/rejecting strategies. Instruction at this stage is characterized by pre-reading/predicting questions, short simplified reading passages which contain new information, individual silent reading, and exercises for comprehending new vocabulary from context.

STAGE FOUR: Reading for Different Reasons

Students who have developed Stage Three reading skills or who have efficient reading skills in their own language and a good knowledge of English are at this stage. The purpose of literacy instruction at this stage is to develop different reading strategies which are appropriate for a variety of materials.

The reading activities should develop surveying, scanning, and skimming skills. Additional practice is devoted to such skills as getting the main idea, using context clues to comprehend new words, and to evaluate the content.

STAGE FIVE: Independent Reading

This stage is for students who have completed Stage Four. Students select appropriate strategies for reading a variety of materials, such as academic texts, newspapers, and workplace literature. The reader at this stage is "an independent reader".

The stages are intended to provide some structure to literacy programs who wish to identify their students, determine instructional goals, and develop a literacy curriculum. As such, these stages are a demonstration that ESL literacy instruction is a complex process.

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ESOL PROGRAMS OF LAUBACH LITERACY ACTION

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Sharing information about the Laubach Method necessitates an explanation of Laubach Literacy International, a non-profit organization that specializes in publishing and programming in Adult Basic Education. It is active in over 100 countries worldwide. Laubach Literacy Action, its affiliate in the United States, is the largest volunteer literacy organization in our country. LLA specializes in working with functional illiterates, 16 years or older, who read below the fifth grade reading level. There are 600 Laubach Literacy Councils in the U.S. All are autonomous with local volunteer boards who determine how to best meet the individual needs of the local community. Laubach volunteers work with about 60,000 students annually, one half of whom are speakers of other languages (ESOL).

The Laubach goal is to help students reach a fifth grade reading level, thus enabling them to enroll with confidence and succeed in a community's adult basic education programs.

What is the Laubach Method? It is based on the teaching methods developed by a Dr. Frank C. Laubach back in the late 1920's. He was a missionary working with the Maranaw natives on Mindanao in the Phillipines--a people with no written language. Dr. Laubach, using the Roman alphabet, devised a system of writing with 4 vowels and 12 consonants. He introduced it using pictures known to the natives and associated them with letter symbols unknown to them. It proved very successful. However, the Depression cut his funding. A wise local chieftain, rather than discontinue the literacy effort, decreed that EACH ONE who had learned to read was obligated, under penalty of death, to TEACH ONE other of his people to read. Needless to say, the program flourished. In fact, Dr. Frank adopted this philosophy, expanding it during his next forty years as a literacy educator. He achieved fame as "The Apostle of the Illiterates".

As we said, it is being used successfully today in over 100 countries worldwide and in 600 U.S. communities--mainly under the direction of volunteers.

Let us look at the Laubach materials. The ESOL tutoring program focuses on conversation first. Yes, the oral skills. It is very important for the ESOL student to master aural-oral skills prior to the introduction of the written word. Laubach materials are carefully constructed with step by step instructions to help both beginning and experienced ESOL teachers perform with ease and the student with immediate

reinforcement through association, always going from the known to the unknown.

In each of the first 5 lessons, aural-oral presentations include:

1. Dialogue,
2. Vocabulary,
3. Structure focus,
4. Pronunciation and intonation practice.

They are presented sequentially with practical survival skills featured as much as possible. Listening and speaking are less threatening to the non-reader and help develop student self-confidence--a goal of Laubach. There are special illustration books to aid the student and tutor in this growth process in oral communication.

Conversation continues as the written word is introduced in Lesson 6. The actual pace of learning is always controlled by the student and the tutor. Lesson 6 can start at the second meeting or the tenth or fifteenth depending upon the skills each student presents and his or her individual needs.

Reading, comprehension, and writing go hand in hand with conversation from this point. Skill Book 1 focuses on the alphabet names and sounds, with stories, comprehension and writing in each lesson. Skill Book 2 presents the short vowels, Skill Book 3 features the long vowels, plus introducing vital "Reading for Living" features. Skill Book 4 deals with compound words, prefixes and suffixes rounding out the grammatical essentials which have been introduced subtly at each stage of learning.

Completion of the four levels in the Laubach materials brings the students to a 5th grade reading level. They can now enter basic education classes with confidence in their abilities. There are excellent supplemental materials available--workbooks, enrichment reading--to assist the student and tutor achieve this level of literacy.

This is but a quick overview. You will appreciate that for both student and tutor the process is more complex. This Laubach Method traditionally is EACH ONE-TEACH ONE, but it has proven very adaptable to group learning. It is used by professional teachers but the majority of tutors are volunteers.

How can a volunteer accomplish this? There are 2 reasons:

1. the caliber and relevancy of the materials,
2. the certified training of the tutor prior to service with a student.

The tutor serves more as a coach than a teacher, trying to foster student independence and self-learning. The tutor is encouraged to help the student be active more than 60% of the time. English is presented as an added skill--never as a replacement for the student's native language or culture.

Laubach Literacy Action's local affiliate, LEARN TO READ VOLUNTEERS OF MIAMI, INC., is in its eighth year of service to the non-reader. It offers 12-hour workshops for persons interested in tutoring native Americans--the basic literacy program. There are 15- to 18-hour workshops for tutors helping speakers of other languages-ESOL. A bi-monthly newsletter keeps tutors informed and periodic inservice training seminars expand tutor skills.

II. ENGLISH AS A SECOND LANGUAGE

ACTIVE INVOLVEMENT: THE KEY TO RETENTION IN ESL LITERACY PROGRAMS

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A cook who is skillful in the use of spices can create a delightful meal instead of a merely satisfactory one. Materials and activities which require active learner involvement are the spice that can make an ESL classroom especially dynamic and effective.

It is important to go over the same vocabulary and sentence structures many times in the course of language instruction, and repetition can become quite boring. Adding some variety and learner involvement beyond simple repetition of a word, phrase, sentence, or even a memorized dialogue can greatly enhance the impact of the instruction. This paper will address learner involvement activities in three categories: drama and role play, use of music, and kinesthetic activities. These activities have many benefits.

1. They can help students to relax. ESL students who are living in our country but do not speak our language (or do not speak it well) are subject to a great deal of stress. Children may be teased or ignored by their peers; adults face constant frustration as they attempt to arrange for services, make purchases, or find and hold a job.
2. When carefully chosen, the activities can help to create a comfortable climate for learning. They can not only foster a warm student teacher relationship, but also build group cohesiveness.
3. They can be used to reach a variety of learning styles or orientations (visual, aural, kinesthetic, right-brained, left-brained).
4. They can inject humor into the classroom; and humor has other virtues besides being enjoyable. Research shows that illustrating learning material with humor increases the retention rate.
5. The activities can be used to provide a change of pace or a break in routine, which enhances attention span.
6. Many of these activities put the student in the spotlight rather than the teacher, building the self-confidence necessary for the student to apply newly-learned language skills outside the classroom.
7. Finally, these activities provide valuable practice in,

review of, and expansion of language skills; practice that is more valuable and memorable because it is varied. While these activities can be enjoyable and enhance learning, remember that they can also be unpleasant experiences if your students are not ready for them. Be sure you prepare them with:

1. vocabulary,
2. grammar structures,
3. cultural knowledge, and
4. pronunciation (if necessary).

Remember: They need success!

Drama and Role Play

Drama and role play provide ideal situations in which students can try out their new English skills. Language teaching often falters because it separates the intellectual aspects of language, such as vocabulary and structures, from its emotional and practical aspects (Maley and Duff, 1978).

Use of drama and role play in the classroom restore language to a holistic experience. In addition, these techniques can assist in removing one of the major blocks to communicative competence: lack of confidence in using the language.

Role play and drama provide the opportunity to step into someone else's shoes, thus reducing the sensitivity to displaying a less-than-perfect command of the language. Once the plunge is made, subsequent efforts become easier because of a lack of newness as well as increased self-esteem arising from the learners' realization that they have expressed themselves adequately in a lifelike communications situation. For additional information on research relating to the effectiveness of the use of drama in second language instruction, see Stern's "Why Drama Works: A Psycholinguistic Perspective" (1983).

Skits in English (Hines, 1980) provides a number of appropriate dramatic exercises for ESL students at various levels. As an added plus, most of the skits incorporate humor. But the most effective skits for your classroom may be the ones you have your students create. Have the students describe real-life situations in which they will need to interact. Depending on the level of the class, you may want to help the students develop the skit as a group and prepare the speakers orally in much the same way as you would for a dialogue. A more advanced class might prepare skits in small groups, write them down, verify the language with you, and then perform them for the class. Benefits accrue then from many avenues: the motivation of working on situations that are real and important to the learners, the holistic experience of understanding, reading, writing, listening, speaking and acting out situations, the

variety of learning styles encompassed by this approach, and the confidence arising from devising a means of handling a problem situation.

When introducing the use of drama and role play to your students, be sure to build in success. Ask for volunteers, and coach them as much as necessary before they go "on stage" in front of the class. Allow for practice and feedback in small groups; use praise liberally; minimize overt corrections until students feel more at ease. Emphasize the fact that they are playing a role; if they make a mistake, they can blame it on the character.

One especially beneficial technique for introducing students to drama and role play while teaching important cultural points or survival information is the wrong-way, right-way role play, a technique developed to a fine art by two Florida adult ESL teachers, Katharine Isbell and Bill Fanning. They used the process extensively to develop their higher-level students' interview skills. The design first gives the learner an opportunity to relax and laugh at some common interview mistakes in a "wrong-way skills practice." The learners then take part in developing interview guidelines, practice their interview skills, and take charge of the feedback process, which is structured to emphasize positive aspects while calling attention to areas that need work. The supportive, structured process provides much-needed practice while building self-esteem.

There are eight specific steps in the process, with two additional options.

1. Begin with a "wrong-way role play." Have the interviewee (preferably you or someone on your staff who is known to the group) do as many things wrong as possible. The more extreme, the better: for example, inappropriate dress could be illustrated by flashy, dangly jewelery, overly bright or risque clothing, unkempt hair, spiked, open-backed heels, and too much make-up. Other things that are easy to convey are poor eye contact, lack of interest, failure to find out anything about the company before the interview (Oh! I thought you manufactured dog food!), concern only with benefits (salary, vacation, sick leave), poor posture (slouching or draping oneself over the chair), over-emphasis on personal problems, and so forth. You may even want to illustrate several inappropriate responses with different people so that you can depict a range from overly shy or indifferent to overly aggressive. This introductory step breaks the ice and relieves tension while helping people to recognize some of the things they might need to change. The more exaggerated and outrageous the behavior, the more effective it is because it makes the point while providing humor.

2. Ask the entire group what was done wrong in the interviews. Verify and elaborate on their responses. This gives the individuals you are working with a boost. They are telling you how to be interviewed instead of you telling them. This confidence-building is expanded in the next step.
3. Have the participants form small groups and draw up a list of guidelines for an interviewee. Introduce this step with a comment such as, "You've pointed out what not to do. Now I'd like you to list some of the things a person who is being interviewed should do." Allow at least 10-15 minutes; then have them share their suggestions with the group as you write them down on a flip chart. Be supportive of the responses, but if a suggestion is inappropriate, don't let it pass. Ask the other group members how they feel about it or give a situation to illustrate how it could be detrimental. Present it as a "What if..?" instead of as a "Here's why it won't work." Let them tell you. If there are important items not included on your total list, ask questions to elicit them. As an example, if no one has mentioned, "Arrive on time," ask, "What about being on time? Does it make any difference if you arrive late for the interview?"

These three steps alone provide some excellent information for your ESL students. If they want or need further specific practice, continue with steps 4-10.

4. Have the participants develop specific questions they might be asked in an interview of a currently available job. Once they have developed interview guidelines, pass out current want-ads sections from the local newspaper. Ask each participant to choose a job he or she is qualified for and would be interested in. Participants should then write down five questions that they think the interviewer might ask. Ask them to develop at least two questions specific to the job described in the ad. To assist them in deciding on the other three, you can provide a list of typical interview questions, such as "What experience have you had in this kind of work?" and "When can you begin work?" To facilitate the interview practice, have them tape the ad to the top of a 5 x 8 index card and write the questions beneath it.
5. Have the participants work in small groups to develop lists of questions they need to ask the interviewer. These might address such things as job responsibilities, hours, pay, or benefits. Individual participants may add questions specific to the job they have chosen to interview for. They may prepare an index card for themselves to use in the skill practice, if desired.

6. Explain the skill practice procedure. Announce that they will now practice interviewing for the job they have chosen. Ask them to form groups of three. They will rotate roles, with one person serving as interviewer, one as interviewee, and one as observer during each rotation. Each interviewee will provide the interviewer with the major questions pertaining to his or her job (the 5 x 8 card). Ask that they make these interviews as "real" as possible, including the entrance, greetings, and closing. Explain that the interviewee will ask the interviewer and observer for feedback at the end of each rotation.
7. Discuss the feedback procedure. Talk briefly with your student about giving and receiving.

GIVING FEEDBACK: In giving feedback our tendency is often to point out only what is wrong or what needs to be changed. Remember that we all need to know what we are doing well, too! As a general rule, offer two positive comments for each recommendation for change. "You just trailed off at the end," say, "You might consider strengthening your exit. If you stood up, looked at the interviewer, shook her hand and thanked her, I think you'd make a strong final impression."

RECEIVING FEEDBACK: This session is a learning experience. Your interview is not expected to be perfect (no interview is). Approach it as a valuable opportunity to receive feedback from your peers. You can get important information here that can help you get the job you want!

Explain that at the end of the role play, the interviewee asks directly for the feedback, rather than having the others volunteer comments. This technique gives the individual control and power over a situation in which he/she is vulnerable.

Feedback questions might include:

- "Did I introduce myself confidently?"
- "Did I ask the questions I needed to ask?"
- "Did I sound positive?"

After asking several specific questions such as these, the interviewee asks two summary questions:

1. "If I could change one thing, what should that be?"
2. "What did I do especially well?"

Notice that the feedback questions are designed to build confidence as well as pinpoint weaknesses.

8. Conduct the skill practices. Allow at least 10 minutes each person to be interviewed and at least five minutes for feedback. Make sure the timetable is followed so

that everyone has an opportunity to be the interviewee.

9. If time permits, repeat the interview skill practice cycle with different groups, or ask that participants come to a follow-up session prepared with another ad, interview questions, and any other questions they may have about the interview process.
10. You might consider use of a self-assessment sheet at the end of the exercise. This will depend on your time frame and your group.

This process is a very thorough one designed to accomplish several purposes:

1. To convey knowledge of effective behavior in an interview.
2. To provide practice in interviewing for targeted position.
3. To build confidence.

Although this process is obviously suitable only for higher-level students, it can easily be modified for less experienced students by eliminating the steps that require writing. The wrong-way, right-way role play is also appropriate for a wide variety of other situations, such as how to enter a classroom if you are late, or how to give directions.

Music

Music accompanies our celebrations: parties, weddings, holidays. It is used to set an atmosphere or reflect a mood in dance clubs, fine restaurants or roadside cafes, at funerals. We respond to music emotionally even if it has no words. When words are added, we respond intellectually as well.

Religions have used music to convey and reinforce their teachings throughout the ages. Research based on Lozanov's suggestology provides some evidence for the merit of this approach. One of Lozanov's major assumptions is that learning involves both conscious and unconscious functions; and optimal learning takes place when there is a "harmonious, relaxed working together of all parts of the learner" (Stevick, 1983, p. 16). Lozanov uses baroque music to achieve this state of relaxation and harmony. The music, very carefully chosen and timed with the presentation of material, is said to produce an alpha state in which the mind is meditative and relaxed, but quite receptive for learning (Williams, 1983). Research indicates that suggestology is extremely effective, cutting instructional time by two-thirds for a group of Iowa language teachers (Bancroft, 1983). The total impact of the Lozanov method cannot be ascribed to music alone, however, since the use of music is only one aspect of that method.

Another important reason for the effectiveness of music in promoting learning may be that music is processed by the right hemisphere in most individuals (Williams, 1983). Since left-brain approaches predominate in most language instruction, music can be a major benefit to learners with a strong right-brain orientation. As the left hemisphere learns the words and the right hemisphere the melody and rhythm, songs strengthen retention through the complementary function (Williams, 1983).

Of the seven perceptual learning styles identified by James and Galbraith (1984), the use of songs could address five. Learners can see the words (print); hear the words and music (aural); sing the words (interactive); clap, tap their feet, act out the words or move their bodies to the rhythm of the music (kinesthetic); and view pictures or objects which illustrate the music (visual). Thus learning through songs and chants provides a learning stimulus through multiple channels and greatly increases the possibility that approaches suitable to each student's predominant learning style will be used.

Songs and chants are ideal for teaching or reinforcing a wide variety of language skills: sounds; rhythm and stress; elisions or reductions, conversational patterns; language structures such as tenses, comparisons, negatives, and idiomatic expressions; vocabulary; language functions such as making a complaint, requesting a service, or asking for information; and cultural information.

For optimal effectiveness, songs and chants will need to be carefully chosen. The words and structures should closely represent standard spoken English. The content will ideally be related to the current lesson, unless the song or chant is being used solely for a change of pace or as an enrichment activity. It might, for example, provide practice in various forms of greetings, or a particular grammar point. Choose a tune that is easy to learn and easy to sing. Who can relax while straining to hit a high note? For beginners or mixed level classes, choose songs with repetitive lyrics or a chorus. This will ensure that students at lower levels will still be able to master the song in a reasonable amount of time. To gain the most from the use of the song or chant, design additional activities around it: a synonym search using the words of the song, perhaps; a discussion of a cultural point raised in the song; or a dictation. If a dictation is used, number the lines for easy reference, and make sure the words are clearly enunciated.

Current popular songs, old favorites, and folksongs are all possible material for the ESL classroom. A poll of the radio stations listened to by the class will provide clues to help you choose songs. Songs and chants especially appropriate for your group can also be created. Guglielmino (1986) describes a situation in a vocation-specific ESL class being conducted at a

work-site. The students seemed quite reluctant to ask questions if they did not understand instructions and would even hesitate to report that the machinery was not working correctly, fearing the supervisor would interpret that information as criticism. After verifying that the supervisor also saw this lack of communication as a problem, the instructor created a simple jazz chant. It provided the students with the vocabulary and structures necessary to ask for help and to report a malfunctioning machine, and its tone and wording reflected a more casual, open relationship between employee and supervisor. Since the class was at the worksite, different machines and tools could be pointed to as they were named in the chant. Learning of the chant was accompanied by discussions of the concepts it presented. The instructor was by no means an accomplished musician; no instruments were used. Instead, the rhythm was pounded out on a table with the palm of the hand. The workers, reticent as they had been, enjoyed the chant, assimilated its message, and learned essential vocabulary and structures.

You don't feel ready to jump right in and create songs and chants from scratch? You don't think your singing voice is the greatest? Don't rule out songs and chants yet. Several excellent songbooks and cassettes have been developed especially for ESL classes. Carolyn Graham has written Jazz Chants (1978), Jazz Chants for Children (1979) and Turn Of The Century Songbook (1982). Cassette tapes are available for use with each book. All of the chants and songs were written by Graham for ESL students, so the language and structures are appropriate. Instructions to the teacher and a key to the structures presented in each chant are provided. The Turn of the Century Songbook also includes exercises to accompany each song. Graham incorporates surprise endings as she provides material to remedy some very difficult problems for English language learners. For example, "She Washes the Dishes and Puts Them Away" works on the often-confusing "s" problem in verb tenses and plurals. Contrary to the title, this is not a sexist chant. In the second verse, he washes the dishes and puts them away, and in the third verse, they take care of those unending dishes together. In the final verse, both have had enough. They break all the dishes and throw them away. The unexpected twist adds humor and keeps interest high.

Like Turn of the Century Songbook, Uwe Kind's Tune in to English (1980) gives new words to traditional tunes. Each song is designed to address a particular language function, such as asking for an item at the store or introducing oneself. Exercises, music and an index to structures are provided. A cassette tape is available.

Advanced students might enjoy If You Feel Like Singing (Osman and McConochie, 1979). This collection of American folksongs contains many valuable aids to the teacher, but it must be used with care because of the unusual language and structures which

are often present. Until I read through the eyes of an ESL student, I never realized how convoluted the language in "Clementine" was. For example,

Herring boxes without topses
Sandals were for Clementine.

This kind of language would obviously be extremely confusing to a beginning ESL student and could retard progress in conversational English rather than enhancing it.

Music has been called the universal language, understood by everyone. Chosen properly, it can provide enjoyment and solid language gains in the ESL classroom.

Kinesthetic Activities

James Asher has built a whole approach to language teaching based on the concept that assimilation of information and skills can be significantly accelerated through the use of the kinesthetic sensory system--incorporating movement in instruction. Asher refers to his approach as the Total Physical Response System (TPR).

The instructional format is based on the way we naturally learn language. There is a listening period during which students must follow directions, but are not asked to speak. Understanding is developed before speaking is expected. It is developed through listening and through movements of the student's body (Asher, 1982). The adult beginning to learn a second language through TPR is analogous to the child who cannot speak but can respond to commands such as "Give it to Mommy," "Look at the cat," "Put that truck in the toy box," or "Point to the bear's nose."

As understanding is demonstrated through movements, students gain confidence in their abilities and are able to give commands of their own. Through use of realia, hand-drawn pictures, and other stimuli in addition to demonstrated commands, students can learn a wide range of vocabulary. Such things as numbers, colors, sizes, and relationships indicated by prepositions are quite easily incorporated into the commands, even at a very early stage. Later, tenses can be incorporated into the commands. Throughout the command sequence, humor is used to heighten interest. As an example, let us examine one of the sentences used in instructing some students in Spanish: "When Henry runs to the blackboard and draws a funny picture of Molly, Molly will throw her purse at Henry" (Asher and others, 1983, p. 65). This zany sentence illustrates a cause and effect everyone can understand, creating interest while at the same time teaching the structures of an introductory adverbial clause and the future tense.

Research has continually demonstrated the effectiveness of the TPR approach. Physically responding to commands appears to consistently foster long-term memory with few repetitions. In a study of students learning German by this method, an experimental group with only 32 hours of training had significantly better listening comprehension than college students completing either 75 of 150 hours of college instruction in German. In addition, their skills in reading and writing (in which they had received no training) were comparable with those of a control group that did receive training in reading and writing (Asher and others, 1983, p. 63).

In a study of students learning Spanish, an experimental group with 45 hours of training and no homework had significantly better listening comprehension than high school students with 200 hours of instruction (plus homework) or college students completing their first semester (75 hours) or second semester (150 hours) of college instruction with homework. Again, the reading skills even of the students completing their second semester of college instruction did not surpass that of the TPR students (Asher and others, 1983, pp. 66-67).

Asher theorizes that TPR's effectiveness is due to its similarity to the way we naturally learn language.

"Theoretically, if the student can internalize listening comprehension of a second language, he can more gracefully make the transition to production, reading and writing. If this transition is attempted too abruptly or too prematurely, before the individual student is ready, learning difficulties can be expected (Asher and others, 1983, p. 63).

To understand the excitement this method provides for learners (and teachers!) and the early confidence it builds in learners, simply teach a group of non-speakers five verbs: stand up, sit down, walk, stop, and turn. After illustrating these, gradually adding commands and having the learners act them out, teach three nouns: chair, table, and window. Once the students have learned the nouns in connection with one verb, combine the noun with a different verb.

Once you have taught them, "Walk to the chair," for example, you can substitute "Walk to the table," or "Walk to the window." The expressions on their faces when they realize they are responding to a command they have never before been taught in a totally new language are the "Aha!" that every teacher seeks to inspire. The effect is hard to imagine unless you experience it or watch others experience it. And the beauty is that this surge of confidence, this "Yes, I can!" feeling can be built in less than ten minutes of instruction.

Asher has developed TPR kits for working with beginning ESL students. Although the concepts can be implemented without the kits, they provide excellent resource material.

Other kinesthetic activities can be worked into a wide variety of lessons. Use a walking sentence to introduce a class, for example. You may decide to say, "Welcome. Tonight we will learn about road signs," for example. Print each word in large letters on a separate sheet of paper or large index card. Include a separate card for each punctuation mark. Give each word to a student (not in order) and ask them to arrange themselves in a sentence. Watch as they discuss the language and proudly arrange themselves in order. As an alternate, the students holding the cards could be directed by the students at their desks. This is not, of course, something that would be effective with beginners early in their instruction, but intermediate classes love it. Once the sentence is unscrambled, place the cards on a window sill, blackboard ledge or a bulletin board so that everyone can see it.

Another kinesthetic exercise based on the same principle is string sentences. In this case, use clothespins or print the words on large index cards folded in half so that they can be manipulated on a string. This technique is ideal for teaching or reinforcing the transformation from a statement to a question, and can be done by one individual or by having the class direct the movement of words and punctuation marks.

Beginners can enjoy a bingo game to review letters of the alphabet or simple words. When the teacher holds up a picture, the student covers the word on the card (or on one large playing card on the blackboard). Antonyms and synonyms also make good bingo games. Bingo games have the added excitement of having a winner, with no fault attributed to those who do not win.

As a vocabulary review, you might list several major categories on the board, such as "things to eat," "things to ride in," or "things to wear." Give students cards with names of items in the various categories and have them attach the words in the right place. To review prepositional phrases, have students place an object appropriately; for example, "on the floor," "under the table," "near the door." Add a few unusual ones to heighten interest: "on the teacher's head," or "inside your shoe." Add non-classroom items to extend the benefit of this exercise. If the class is working on reading and writing, the phrases can be written on cards and taped in the proper places by the students. Depending on their readiness, you might ask each student to write his or her phrase on the board for the class before placing it correctly.

A variety of musical chairs can also provide an enjoyable activity that reinforces language concepts. Instead of having all participants march around until the music stops, call for certain groups: "Everyone who is wearing red change places," or

"Everyone who has dark hair," "Everyone who is married," "Everyone whose name begins with a J." Obviously, your choices would be based on the level of the class. Again, add interest. When you want them all to move, say, "Everyone who has two feet," or "Everyone who wants to learn English."

Several of the activities described above and quite a few others as well can be found in A Bag of Tricks for ESL Teachers (Van Arsdall, 1984), an excellent resource for adding interest and excitement while reinforcing important learning skills in the classroom. Index Cards and Games

for ESL (English Language Department, The School for International Training, 1982) is another good resource, as is Experiential Language Teaching Techniques (Jerald and Clark, 1983). An annotated bibliography of published materials on lively activities for the ESL classroom can be found in Adult ESL Instruction: A Challenge and Pleasure (Guglielmino and Burrichter, 1984). It includes other references for the three types of activities discussed in this paper as well as for other types of activities.

Teachers of English to speakers of other languages have a unique opportunity to introduce individuals to our language and culture in a positive, dynamic way. Active involvement of learners in the ESL classroom not only results in a more pleasurable learning experience; a wide variety of research indicates that it results in more learning. If it works, it's fun, and it's not immoral or illegal, why not do it?

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**VESL: A COLLABORATIVE APPROACH
TO LITERACY AND VOCATIONAL SKILLS**

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Marie Leger came to the United States from Haiti several years ago. She and her husband have four children, and both of them need to work in order to make enough money for their family. Ms. Leger has been working as a maid, but she wants to improve her occupational status, so she has gone to a nearby vocational-technical center to enroll in a commercial cooking course. She is advised to take some English as a second (ESL) language courses and come back when her English has improved.

Juan Garcia is a migrant farm worker. Born in Texas, he dropped out of school after the second grade, and he has followed the crops ever since. Mr. Garcia would like to get out of the migrant stream and settle his family in one place. In order to do this, he has decided that he needs vocational training. A vocational counselor interviews him about his interests and aptitudes, and the two discuss the possibility of Mr. Garcia enrolling in an air conditioning mechanic training program. But the counselor advises Mr. Garcia that he needs to be able to speak better English and that he needs to be able to read and write in English in order to be successful in the program. The counselor suggests that Mr. Garcia enroll in adult education night school English classes.

When Nguyen Quan fled Vietnam, he spent several years in a refugee camp in Thailand. There he learned some survival English, but he has limited proficiency in the language. Now that he is in the United States, Mr. Quan is working hotel bellboy, but he is interested in making a career in the hotel industry. His boss has told him that he should first learn more English and then take classes at the vocational school if he wants to get ahead.

The adults described above are typical of a significant population of Limited English Proficient (LEP) persons around the United States. They have many, often conflicting, concerns in their lives. They need to earn a living. They want to improve their abilities to make a living for their families, but they are conscious about the time involved in vocational classes since they can not quit working to go to school. They also want to improve their English proficiency because they understand that they need to be able to use the English language

effectively to enter and/or advance in their chosen occupations. But they are not sure how they will add ESL classes to all their other responsibilities, and they wonder how long it will take them to learn enough English to be successful in a vocational program. These adults have the motivation to learn more English because they need it to succeed both in the vocational classroom and on the job. Motivation to learn is an essential ingredient in second language development. Given that reality, how may ESL educators build on LEP students' interests in learning more English in order to succeed in a particular vocation?

Vocational English as a Second Language

One answer to that question lies in the provision of Vocational English as a Second Language (VESL) instruction as an alternative to general ESL study. Most frequently ESL courses have been organized on the basis of a structural or grammatical syllabus, or, more recently, a combination form-function (grammar-communicative) approach to language teaching. Topics for study come from the world around the students, such as foods, pastimes, family, dress, social customs, etc. In some cases, adult ESL courses focus on prevocational ESL. Prevocational ESL teaches the English people need to survive in a community in the United States, as well as the English needed in general situations such as looking for and keeping a job. Topics may include such job-related situations as preparing for a job interview and filling out employment application forms. In contrast to general or prevocational ESL, VESL instruction is job-specific, meaning that it teaches (or practices) the language associated with what one does in a specific occupation. If, for example, LEP students were studying to become cosmetologists, the VESL courses would use the language of such tasks as giving a shampoo, cutting hair, giving a manicure, tinting hair, and so on to prepare VESL lessons. In the VESL classroom instruction would take into account both the language demands (understanding, speaking, reading and writing) in the vocational classroom and the language demands on the job. What reading and writing does the cosmetologist do on the job? What oral abilities does the cosmetologist need on the job? What real world listening skills does the cosmetologist have to have?

Many, ourselves included, would maintain that VESL instruction, along with vocational or on the job training, would be the most effective ESL instruction to provide for limited English proficient students concerned with both vocational training and English language growth. Because the language teaching activities are connected directly to vocational content and instruction, the learner will see a direct connection between the two. In VESL the language instruction will be directly relevant to and needed in the vocational class. The VESL instruction should have an immediate payoff in better classroom performance and in the opportunity to practice the actual language demands of the job being trained for. Because students

see the connections, they are more likely to be motivated to continue their VESL study and their vocational training.

The question for ESL educators then becomes how to organize, develop and carry out a VESL program. VESL programs will not be effective if they are carried out by themselves. VESL needs to be coordinated with vocational instruction, so that the VESL classes are meeting the immediate vocational language needs of LEP students enrolled in specific vocational programs. Ideally, this means that VESL instruction and vocational instruction take place in the same location, with the language teacher backing up the vocational educators by focusing on the occupation specific language needs of LEP students in vocational classes.

In many places around the country, a Bilingual Vocational Training model has been set up as a way of meeting the needs of LEP students in vocational programs. In this model, LEP students receive VESL and bilingual vocational training simultaneously. Bilingual vocational training means that vocational instructors make some use of the students' native language(s) until the students have the ability to use only English in the vocational classroom, laboratory or shop setting. Allowing the use of languages other than English means that students are able to begin their vocational training immediately, rather than having to wait until they have mastered English before even being able to enter vocational training programs. Obviously this model requires collaboration and cooperation between vocational and ESL educators.

In terms of actual curriculum development, the ESL professionals cannot develop detailed VESL lessons by themselves. While ESL professionals may have a lot of expertise in how to teach language, they almost certainly have little or no awareness of the content and language demands in specific occupations. It is the vocational instructors who have this knowledge. Therefore, effective ESL programs may be developed only if ESL instructors consult and coordinate with vocational educators. ESL instructors need to get the topics and language for study from the realities of the vocational situations. For most ESL educators a necessary part of this coordination involves learning about vocational education.

Overview of Vocational Education

Vocational education has many different formal definitions, some of them quite complex. For our purposes here, we define vocational education as the education or training that occurs in public or private schools and community-based organizations to prepare individuals for initial employment, or to upgrade their existing skills, or for advancement in any recognized occupation requiring less than a baccalaureate degree.

Vocational education in the public school setting is generally divided into the following program areas:

Agricultural Education is concerned with preparing students for a wide variety of on-farm and off-farm occupations such as those related to animal and plant production on to agricultural-related machinery repair and business management.

Business Education is concerned with the wide variety of office occupations such as data entry, bookkeeper, typist, receptionist and secretary.

Distributive Education is concerned with the occupations related to marketing and merchandising from display and sales on to stock and warehousing.

Health Occupations Education is concerned with the preparation of support personnel in the medical and dental occupations such as nursing assistant and dental assistant.

Home Economics Education is concerned with preparing individuals for careers in child-care, consumer education, housing, family relationships, home management and related occupations.

Technical Education prepares students for those occupations that require a strong background in mathematics and science, such as electronics technician and respiratory therapist. Each technical education course could fit into one of the other six vocational program areas described here. However, since these programs uniformly require students to hold a high school diploma prior to admission, most communities use this classification to distinguish these from other vocational programs.

Trade and Industrial Education is concerned with preparing persons for occupations in the crafts and skilled trades and service occupations not included in one of the above program areas. Examples of T&I programs range from auto body repair and carpentry to television repair and welding.

Industrial Arts is recognized in federal legislation as a vocational education program. However, the purpose of industrial arts is not to prepare students for specific occupations. It is concerned with awareness, exploration and orientation to the world of work. Industrial arts courses are often "pre-vocational" or preparatory to technical education programs.

Vocational Teacher Certification

Since vocational instructors prepare students for the actual working requirements of a particular occupation, each vocational instructor is required to have work experience in the occupation he or she teaches. The amount of required work experience varies across vocational program areas and from state to state. The amount of formal, academic teacher preparation that a vocational instructor is required to have in order to begin teaching also varies across program areas and from state to state.

There has often been a limited supply, even a shortage of skilled workers ready to become vocational instructors, particularly in program areas such as health occupations and trade and industrial education. Many states have found it impractical to require skilled workers in these areas to stop working and complete a college degree in order to be able to teach their occupation to others. This fact, coupled with the belief that experience gained in the workplace can be equated with formal education, is why the amount of formal academic preparation a vocational instructor is required to have also varies across program areas and from state to state.

In some states all vocational teachers are required to have a baccalaureate degree to begin teaching. In other states only instructors in certain vocational program areas are required to have that degree. In the majority of states instructors of trade and industrial education subjects are not required to have a baccalaureate degree to begin teaching, or to become fully certified.

In a typical state, instructors of certain occupations would be required to have a high school diploma and six years of occupational experience to begin teaching on a temporary certificate. The temporary certificate would be renewed several times if the instructor completes a specified amount of the college coursework required for vocational teacher certification. The certificate would be issued based on successful teaching experience and the required academic credits. Advanced vocational teacher certification would require additional college coursework. However, even advanced certification usually requires less than a college degree. This fact has a direct relationship to collaboration between the vocational instructor and the ESL instructor.

Vocational Course Development

Since the purpose of vocational education is to prepare students to perform on the job, vocational courses are developed based on an analysis of the occupation to be taught. The most often used method of doing this is called occupational analysis or job analysis. An occupational analysis begins by making a written job description that provides a broad overview of what a worker in the occupation actually does while performing the job. The next step is to make a task listing which lists each task that the worker performs. Finally, each task is detailed. Task detailing is the listing of every step required to perform a particular task. A complete occupational analysis includes a list of the tools, materials and supplies needed to perform each task. The task listing for Nursing Assistant would list a number of tasks related to assisting with personal care and hygiene of patients: moving, positioning and transporting patients; performing special treatments and collecting specimens; and measuring and recording vital signs. One of the tasks under the broad category (duty) measuring and recording vital signs would be "take an oral temperature."

SAMPLE TASK DETAILING

Occupation: Nursing Assistant

Duty: Measure and Record Vital Signs

Task: Take an Oral Temperature

- | | |
|---|--|
| 1. Assemble equipment | 7. Leave thermometer in place five minutes |
| 2. Wash hands | 8. Remove thermometer |
| 3. Explain procedure to patient | 9. Read thermometer |
| 4. Check thermometer | 10. Clean and replace thermometer |
| 5. Shake down mercury | 11. Wash hands |
| 6. Place thermometer under patient's tongue | 12. Record reading |

The occupational analysis is used to derive performance objectives, develop appropriate pre- and post-tests, assure that course learning activities will include practice of the precise types of performance required in each step of each task, and a variety of other purposes. It may even be used to help make decisions regarding which things must be taught during the course and which might be appropriate to learn on the job.

An occupational analysis is important to the VESL instructor because its vocabulary and phrases, task steps, tools and materials are the basis of VESL lessons. Individual vocational instructors and school district vocational curriculum offices

generally have the appropriate occupational analysis available in the locally approved format. If the analysis of an occupation that is of interest is not readily available locally, the nearest vocational curriculum laboratory can help locate one.

The Vocational-Technical Education Consortium of States (V-TECS) has analyzed numerous occupations. The resulting V-Tecs catalogs, as they are called, each contain all of the duties, and detailed tasks (called performance guides by V-TECS), plus lexicons of the tools, materials and supplies for a particular guide. V-TECS guides are available in states that are members of the V-TECS consortium and through several curriculum laboratories to educators in states not active in the consortium.

Vocational Instructional Methods and Materials

Principles and concepts related to specific tasks are an essential component of vocational instruction. However, experiential learning is the key to successful vocational education. Therefore, teacher demonstrations followed by student practice is one the most frequently used teaching methods. Instructional activities are presented and practiced under conditions that are as much like those found on the job as possible. Visual aids, real objects and models are used constantly.

Group instructional methods are used at times in all vocational education courses. However, most of the courses are highly individualized. Students proceed at their own rate; even the types of learning activities are varied based on individual students' needs and interests. A great deal of personal coaching and feedback on performance is given to students.

Textbooks

Vocational courses use textbooks. Many of these are excellent: technically current, well illustrated, bias-free, and at the appropriate reading levels. Some, of course, are not. Regardless of the quality, however, how textbooks are used varies. It is rare for a vocational text to be read sequentially from cover to cover. More often the readers skip from section to section of the book to follow a predetermined occupational or interest sequence. Quite often, only selected portions of the text are actually read. The text is just one source of instructional material for the occupation, and often not the most important one.

Instruction Sheets

Instruction sheets are written teaching aids (although in the case of LEP students they may be audio- or video-taped) designed to be used by individual students. Instruction sheets make it

possible to allow every student in the class to work on a different task or at different stages of the same task. Instruction sheets are generally the most frequently used vocational instructional materials. Some of the more commonly used instruction sheets include, the following:

Information sheets provide information that students need to understand principles, concepts and processes. Thus, vocational instructors often take lengthy sections from textbooks and condense them to make readable instruction sheets.

Job sheets list the tools, materials, supplies and the steps required to perform a particular task. Job sheets do not explain how to perform a particular step in a task. There is an assumption that the student knows how to perform each step of the task, or is referred to an operation sheet.

Operation sheets explain how to perform one particular operation or step in a task. They also list the needed tools, materials and supplies.

Assignment sheets direct the study of students. An assignment sheet may require a student to read a passage, observe something, talk with someone, or reflect on a recent learning experience and then complete an assignment that will reinforce learning. The assigned activities may range from questions to answer, data to analyze, forms to complete, on to procedures to plan.

Problem sheets give students practice in solving the types of problems that occur on the job. These problems range from mathematical calculations on to human relations situations.

There are other types of instruction sheets such as experiment sheets and job plan sheets that are not as universally used as those described above. All instruction sheets are used to individualize instruction by allowing each student to proceed at his or her own pace. They have many other purposes, not the least of which is to help students become independent learners--to learn by reading--if the sheets are well developed and written at the appropriate levels.

Considerations for Collaboration

Collaboration between the vocational instructor and the VESL instructor is essential to providing effective vocational education to LEP students. There is much to be gained by each partner in the collaboration. The vocational instructor can supply the task listing, detailed tasks, instruction sheets, sequence of learning, information on the instructional methods that will be used and a host of other information that will be

useful to the VESL instructor. On the other hand, the VESL instructor can provide information on the cultural backgrounds of the students, language level of each student, teaching techniques for reinforcing language learning and a host of other things that will be useful to the vocational instructor. Each instructor can provide the other with feedback on student progress and be mutually reinforcing. Yet, collaboration is not easily accomplished because of the human factor.

When two professionals begin working together, concerns surface that would otherwise not be considered. For example, if the vocational instructor has limited formal, academic preparation, there may be concern about working with an "English teacher". (Will the English teacher be critical of my speech or writing?) If the VESL instructor has no knowledge of the occupation or equipment, there may be concern about appearing to "look foolish". For each of them, the thought of "another teacher visiting my class and observing my teaching" might be threatening. There are, of course, other possible concerns that may surface because of this new working relationship. To establish and maintain a good working relationship, these possible concerns must always be kept in mind, but they must be attended to early. Therefore, it is essential that the first task of these instructors be to alleviate these possible concerns before they do become problems. This should be done at the initial collaborating conference.

The Initial Collaborating Conference

The initial collaborating conference is the formal name given to the first meeting of the vocational instructor and the VESL instructor. This critical meeting should be at a time and place that is convenient for both of them. The atmosphere must be relaxed and informal. The first part of the conference should be devoted to "breaking the ice". Learning something about each other's background, interests and goals is a good place to begin. There should be discussion of how each can help the other. Everything possible must be done to begin building a relationship of respect and trust.

A portion of this, and every future conference should be concerned with developing and maintaining a sound professional relationship. This can be done by having regularly scheduled meetings that are rewarding and helpful to each partner. Successful conferences, even informal ones, require an agenda, and agreed upon time schedule, goals and objectives, progress reports as well as information sharing. All of this happening in a "psychologically safe" climate between two genuine human beings who are trying to help each other help LEP students will make collaboration successful.

Continued Collaboration

Now that they know and respect one another, the ESL instructor and the vocational teacher will continue to meet and collaborate on ways to adapt instruction to meet the special needs of LEP students in the vocational setting. Such continued collaboration is especially important for the VESL instructor because it will supply the information needed to structure appropriate job-specific ESL lessons. Much of this information will come from the vocational instructor sharing instructional materials, teaching techniques and task analyses with the VESL teacher.

From task detailings, for example, the VESL instructor, in consultation with the vocational instructor, could determine how tasks will be taught in the vocational class and what the expectations may be for performing the tasks on the job site. Then the VESL instructor may plan lessons that emphasize the language aspects of the task, whether carried out in the instructional setting or on the job. Using the previously delineated sample task of Take an Oral Temperature, the language demands might be analyzed in the following way:

<u>In-class Language Demands</u>	<u>On the Job Language Demands</u>
Understanding: sequence of procedures as given and demonstrated by instructors, specialized vocabulary: thermometer	Understanding: questions asked by patient - What's my temperature? requests of patient
Speaking: explaining the procedure in proper sequence to instructor and other students, ask questions about procedure, answer questions sequence	Speaking: greet patient, explain what you are going to do, politely request what patient needs to do
Reading: reading detailed task, instruction sheets, possibly text written quiz on procedure	Reading: name of patient on bracelet and chart, thermometer watch
Writing: possibly quiz or test, possibly take notes on demonstration	Writing: record temperature on chart

From this consideration of the language demands of the task the VESL instructor will be able to organize a variety of ESL activities that will assist the LEP students in meeting the language demands using the vocational content. Class activities could include: oral identification and pronunciation practice of the specialized vocabulary; matching specified items to their names in written vocabulary practice; following teacher or student oral directions to carry out the various steps in the task; individual or group reading and sequencing of the

rearranged steps of the task in their proper order; individual or paired carrying out of the steps of the task from a written task sheet; practicing dialogues that reflect the conversational abilities the assistant needs to deal with the patient; role playing the task with different students playing nursing assistant and patient; reading practice thermometers and filling out hospital charts, and so on.

The VESL instructor will choose ESL instructional techniques and activities particularly suited to the students in the class. But the content will be determined by the continued collaboration of the professionals who are concerned with helping students achieve success within the vocational program. In this way the VESL instructor reviews and reinforces what the vocational instructor is doing in the vocational class. It is also important to note that collaboration may also result in the vocational instructor reviewing and reinforcing language skills in the vocational class.

Conclusion

From our perspective this collaboration benefits everyone. The vocational instructors benefit because LEP students in vocational programs are receiving special assistance which should have a positive effect on their completion of vocational training. The ESL instructors benefit because they are providing instruction that is relevant to their students' language needs. The LEP students benefit because they are improving their oral language and literacy abilities while simultaneously increasing their skills in terms of a particular occupation. Through their collaboration the vocational instructor and the ESL teacher can create programs which will more effectively serve students by attending to both of these critical areas.

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DEVELOPING FUNCTIONAL COMMUNICATION SKILLS IN ADULT ESL STUDENTS

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English as a Second Language curricula are usually based on one of three different approaches to syllabus design: grammatical, topical or functional. An examination of the strengths and weaknesses of these three models suggests that the design of ESL curricula to best meet the needs of adult students is not a matter of choosing one curriculum approach over another, but synthesizing these different approaches into a unified curriculum that covers these various dimensions of language and language-learning.

Three Syllabus Design Approaches

The grammatical syllabus has traditionally been the most common way of organizing and delivering ESL instruction. It is based on the premise that everything in language can be analyzed and taught in terms of the structures, or forms, of language.

A typical beginning-level grammatical syllabus would include structures such as:

To Be	Some/Any
Present Continuous Tense	Future: Will
Singular/Plural	Might
Possessive Nouns	Comparatives
There Is/There Are	Superlatives
This/That/These/Those	Should
Simple Present Tense	Possessive Pronouns
Object Pronouns	Adverbs

A typical intermediate-level grammatical syllabus would include:

Tense Review	Embedded Questions
Pronoun Review	Perfect Modals
Adjective Review	Present Real Conditional
Present Perfect Tense	Wish-Clauses
Present Perfect Continuous Tense	Hope-Clauses
Present Unreal Conditional	Since/For
Past Unreal Conditional	Gerunds/Infinitives

Grammar-based curricula have many positive features. They offer a clear focus on language structures. The learning objectives are specific, identifiable and very manageable. They offer security, in that students and teachers alike know what is

expected of them. The array of traditional instructional strategies that are used in grammar-based teaching provide extensive opportunities for drill-like language practice that leads to mastery of the very concrete grammatical learning objectives.

However, grammar-based curricula are deficient in several significant areas. The instructional materials used to deliver such curricula do not usually resemble real communication. The language of grammatical exercises usually exists outside of any real-world context. The language appears as lists of numbered exercises in various formats, one item not usually having any communicative or situational relevance to the next. The lack of authenticity of this grammar-focused language practice prevents any appreciable transfer of that practice to the real communication needs posed by situations outside the classroom.

The topical syllabus, also known as the competency-based or situational syllabus, has come into widespread use in adult ESL programs in recent years. It is essentially based on the premise that language can be analyzed and taught in terms of the situations in which language is used.

A topical syllabus would cover topics and situations such as:

AUTOMOBILES: Buying a Car; Maintenance; Operating a Car;
Repairs

BANKING: Applying for a Loan; Banking Transactions; Opening
an Account; Using an Automated Cash Machine

CLOTHING: Articles of Clothing; Describing Clothing;
Selecting Clothing

CONSUMERISM: Expressing Dissatisfaction with Products;
Expressing Satisfaction with Products

DEPARTMENT STORE: Locating Facilities; Locating Items;
Opening an Account; Purchasing an Item;
Returning an Item; Sales; Trying on
Clothing

DRIVING: Accidents; Applying for a License; Road Signs;
Road Test; Rules of the Road

DRUG STORE: Locating Items; Over-the-Counter Drugs;
Prescriptions; Purchasing an Item

EDUCATION: Grades; Parent-Teacher Communication;
Registering a Child

EMERGENCIES: Reporting a Home Emergency; Reporting an
Accident or Incident; Requesting Help

EMPLOYMENT/GETTING A JOB: Applying for a Job; Describing Personal Background; Identifying Occupations; Inquiring about Job Responsibilities; Inquiring about Wages, Hours and Benefits; Making an Appointment for a Job Interview; Stating Skills and Qualifications

EMPLOYMENT/ON THE JOB: Apologizing and Giving Explanations; Asking about Job Procedures; Asking for Assistance; Asking for Clarification; Asking for and Giving Feedback; Asking Permission; Employee Rights; Giving and Following a Demonstration; Giving and Following Instructions; Giving Corrections

FINANCES: Balancing a Checkbook; Budgeting; Paying Bills

FOOD: Food Items; Describing Food; Recipes

GETTING AROUND TOWN: Identifying Places; Locating Places

GOVERNMENT AND LAW: Citizen Participation; Legal Advice; Obeying Laws and Ordinances

HEALTH: Ailments and Symptoms; Checking into a Hospital or Clinic; Giving a Medical History; Instructions about Medical Treatment; Instructions During a Medical Examination; Making an Appointment; Medical Advice

HOUSING: "Do-It-Yourself" Repairs; Household Fixtures and Appliances; Neighborhood Services; Obtaining Housing; Relations with Neighbors; Securing Repair Services; Tenants' Responsibilities; Tenants' Rights; Utilities

MONEY: Amounts of Money; Change; Coins; Paying for Goods and Services; Using a Vending Machine

PERSONAL INFORMATION: Age; Address; Date of Birth; Education; Family Members; Health; Name; Nationality; Occupation; Social Security Number; Telephone Number; Work Experience

POST OFFICE: Mailing Packages; Using Postal Services

RECREATION: Recreational and Entertainment Activities; Listings and Schedules; Making Reservations; Planning Vacations; Purchasing Tickets

RESTAURANT AND FOOD SERVICES: Placing an Order; Restaurant Services; Selecting Places to Eat; Tipping

SOCIAL COMMUNICATION: Compliments; Invitations; Meeting People; Saying Good-bye; Sharing Information; Sharing Thoughts and Opinions

SUPERMARKET: Locating Items; Purchasing Items

TELEPHONE: Directory Assistance; Leaving and Receiving Messages; Long Distance Calls; Operator Assisted Calls; Using a Pay Phone; Using the Yellow Pages; Wrong Numbers

TRANSPORTATION: Fares; Making Reservations; Modes of Transportation; Passenger Safety; Purchasing Tickets; Requesting Information En Route; Route Information; Schedules

TRAVEL: Accomodations--Checking In; Accomodations--Locating Facilities and Services; Customs and Immigration

WEATHER: Weather Conditions; Weather Forecasts

The topical syllabus offers major contributions to language instruction. First and foremost, the development of a sound topical syllabus must be based on a thorough needs assessment of which particular situations and competencies are relevant to a specific group of students. There is, therefore, a much greater likelihood that instruction based on this syllabus will be relevant to students' backgrounds, needs and aspirations. The topical syllabus is often described in terms of performance objectives, actual concrete outcomes, which helps define teachers' and students' expectations, enhances accountability, and ties instruction closely to the real-life applications of language in community and workplace situations. In addition, the implementation of a topical syllabus often leads to innovative instructional approaches, such as the use of role-plays, simulations, problem-posing and other student-centered, highly participatory activities.

However, the topical syllabus presents certain major weaknesses. Situations or competencies are often focused on exclusively or dominate the curriculum to the extent that the study of grammar is essentially discarded. The topical syllabus, when put into practice, is often nothing more than the learning of key phrases and sentences for use in particular settings. In the style of many travel phrasebooks, the topical syllabus might offer twenty key words and five key sentences for use when ordering food at a restaurant or mailing a package at the post office. What is

often lacking, however, is any effort to develop students' productive language ability--the ability to use language flexibly and competently in order to cope not only with the situations prescribed by the topical syllabus, but also any other situations that will arise now and in the future. No matter how conscientious the needs assessment or how situationally relevant the instructional objectives, the purely topical syllabus misses the opportunity to develop students' productive capacity to cope with future needs and situations.

The functional syllabus, sometimes referred to as the functional-notional syllabus, is based on the premise that language can be analyzed and taught in terms of the uses to which language is put. A functional syllabus would include many of the following uses of language:

Ability/Inability	Indifference
Advice-Suggestions	Instructing
Agreement/Disagreement	Intention
Apologizing	Introductions
Appreciation	Invitations
Approval/Disapproval	Leave Taking
Asking for and Reporting Information	Likes/Dislikes
Asking for and Reporting Additional Information	Obligation
	Offering to Do Something
	Offering to Help

The functional syllabus offers significant strengths. It focuses on developing students' general ability to use language across a wide range of contexts and situations. It can enhance students' productive capacity to creatively and competently apply what they have learned to unlimited and unforeseen future situations. At the intermediate and advanced levels, the functional syllabus can offer students rich exposure to the variety of alternative expressions that can be used to accomplish a particular objective. It also allows for a focus on the different registers used when speaking with employers and other authority figures, co-workers, friends and family members.

The functional syllabus, however, shares a major weakness of the topical syllabus, in that grammar and the development of general language facility are often overlooked. Functional curricula often provide students with extensive lists of expressions that accomplish particular functions of English, but these curricula do not usually provide sufficient practice with the grammar required to produce these expressions correctly. The functional syllabus, therefore, frequently amounts to a descriptive treatment of knowledge about language use, rather than a program of language skills development. In addition, since functions do not lend themselves to a particular sequence of coverage, the functional syllabus is not easily organized, nor is it very applicable to beginning-level instruction.

A Tri-Dimensional Syllabus Design

Most ESL curricula tend to focus exclusively on the one dimension of communication by which they are organized--either grammar, topics or functions. However, these different approaches need not be considered mutually exclusive. Rather, they should be carefully integrated into a comprehensive tri-dimensional syllabus that addresses the language learner's essential goal--to be able to use language correctly in various settings and encounters, or to put it another way, to apply functional language grammatically to relevant topics and situations.

The stages in the development of a tri-dimensional syllabus are as follows:

1. Do a needs assessment to determine the general topic areas and specific performance objectives within these topic areas that must be included in the syllabus. Needs assessment strategies might include student questionnaires and interviews, observation of students in community, workplace or academic settings, and a literature review including descriptions of students' backgrounds and needs as well as existing language curricula. No matter what needs assessment strategies are used, the outcome should be a comprehensive list of performable, observable language objectives.
2. Compile a language exponents resource notebook. Using a list of language functions such as the one in this paper, take each topic area one at a time and brainstorm which functions are used to accomplish the performance objectives under that topic. Organize the resource notebook by functions, and in each functional section keep a record of all the language exponents--the actual expressions, phrases, sentences or even bits of dialogs that are used in particular topics and situations.
3. When the resource notebook is complete, develop two cross-reference lists to analyze and access the information in the notebook.

First, list for each function the topics covered by the language exponents which were brainstormed for that function. For example:

ADVICE-SUGGESTIONS

Automobiles: Maintenance

Clothing: Selecting Clothing

Drug Store: Over-the-Counter Drugs

Employment/On the Job: Making Suggestions

Government and Law: Citizen Participation, Legal Advice

Health: Ailments and Symptoms, Medical Advice

Housing: Securing Repair Services, Tenants' Rights

Money: Using a Vending Machine

Then, use the list just created to develop for each topic a list of the functions that are used to perform objectives under that topic. For example:

EMPLOYMENT/ON THE JOB

Apologizing and Giving Explanations: Apologizing,
Denying/Admitting

Asking about Job Procedures: Asking for and
Reporting Information

Asking for Assistance: Requests

Asking for Clarification: Clarification

Asking for and Giving Feedback: Approval/
Disapproval, Requests, Correcting

Asking Permission: Permission

Employee Rights: Fear-Worry-Anxiety

Giving and Following a Demonstration: Instructing

Giving and Following Instructions: Instructing

Giving Correction: Approval/Disapproval, Correcting

4. Create a function/grammar matrix by analyzing the language exponents recorded under each function in the resource notebook. Determine which grammatical structures are used most frequently in the performance of each function.
5. Decide which dimension of communication (grammar, topics or functions) will be used to organize the curriculum sequence. The decision should be based on the needs assessment as well as the level of instruction.

In general, beginning-level curricula that devote significant attention to the introduction of vocabulary domains may be best organized by topics. Intermediate-level curricula that aim for mastery of the basic foundations of language should most likely be organized by grammar, or in any case contain a careful progression of grammar coverage. Advanced-level curricula that assume the basic foundation is in place and seek to cover more sophisticated and varied uses of language might be appropriately organized by functions.

6. Whichever dimension of communication is used to organize the curriculum sequence, the two cross-reference lists (Functions/Topics and Topics/Functions) and the function/grammar matrix should now be used in order to cluster curriculum elements. Through this clustering, particular curriculum objectives in any of the three language dimensions are arranged so that they will occur in close proximity and thereby reinforce each other. A grammatically-organized curriculum would therefore seek to cluster elements that belong together topically or functionally. A topically-organized curriculum would cluster elements grammatically or functionally. A functionally-organized curriculum would cluster elements

grammatically or topically.

For example, a topically-organized curriculum may cluster together several lessons related to the function Asking about Location, even though these lessons may relate to very different topics such as Getting Around Town, Department Store or Employment On the Job, in order to provide focused practice with the grammatical structures that are commonly used to perform the function across this range of varied topics.

7. Fine-tune the curriculum sequence to maximize the clustering of curriculum elements. Divide the curriculum into instructional units or lessons and begin the development of instructional materials and activities.

Resource:

Molinsky, Steven J. and Bill Bliss. (1987, 1988). Express-Ways: English for Communication. Englewood Cliffs, NJ: Prentice Hall.

Tridimensional Syllabus: Beginning Level

Topics	Grammar	Functions
(1) _____		
Personal Information	*To Be	Greeting People
Social Communication	*To Be: Yes/No Questions	Introductions
	*WH-Questions	Asking for and Reporting Information
(2) _____		
Telephone	*Subject Pronouns	Asking for and Reporting Information
Getting Around Town	*To Be: Am/Is/Are	Greeting People
Social Communication	*To Be: Negative Questions	Identifying
	*Present Continuous Tense	Leave Taking
	*Possessive Adjectives	
	WH-Questions	
(3) _____		
Getting Around Town	*There is	Directions-Location
Transportation	*Prepositions of Location	Asking for and Reporting Information
	*Simple Present Tense	
	*Simple Present Tense vs. To Be	Attracting Attention
	*Short Answers	Gratitude
	*Imperatives	
(4) _____		
Housing	*Singular/Plural	Asking for and Reporting Information
Food	*Count/Non-Count Nouns	
Supermarket	*This/That/These/Those	Want-Desire
	*There is/There are	Directions-Location
	*Articles	
	*Some/Any	
	Imperatives	
	*Have/Has	

(5) _____

Employment/Getting a Job	*Can	Asking for and Reporting
Personal information	Simple Present Tense	Information
Money	Time Expressions To Be	Asking for and Reporting
	*Past tense: Preview	Additional Information
	*May	Ability/ Inability Certainty/ Uncertainty

(6) _____

Health	Imperatives	Asking for and Reporting
Drug Store	Have	Information
Emergencies	*Should	Instructing
	Short Answers	Advice- Suggestions
	Time Expressions	Directions- Locations
	*Possessive Nouns Count/Non-Count Nouns	

(7) _____

Clothing	Singular/Plural	Want-Desire
Department Store	Prepositions of Location	Directions- Location
Money	*Adjectives	Satisfaction/ Dissatisfaction
Post Office	*Too + Adjective	Attracting Attention
	*Ordinal Numbers	Gratitude
	*Want to	
	*Question Formation	

Tridimensional Syllabus: Intermediate Level

Topics	Grammar	Functions
(1) _____		
Personal Information	Tense Review	Asking for and Reporting
Social Communication	Question Formation WH-Questions	Information Greeting People Introductions
(2) _____		

Social Communication	Yes/No Questions Negative Sentences Question Formation Past Tense Future: Going to Future: Will Tense Review	Asking for and Reporting Information Congratulating Sympathizing Intention
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(3) _____

Telephone	Question Formation	Asking for and Reporting Information
Transportation	Negative Sentences	Instructing
Getting Around Town	Simple Present Tense Past Tense Imperatives Have to/Have Got to *Declarative Sentences with Question Intonation	Directions- Location Attracting Attention

(4) _____

Housing	Adjectives	Want-Desire
Food	Singular/Plural	Asking for and Reporting Information
Supermarket	Count/Non-Count Nouns Partitives	Directions- Location Describing Complimenting Instructing Surprise- Disbelief
Money	Pronoun Review Imperatives	

(5) _____

Employment/Getting a Job	*Present Tense	Asking for and Reporting Information
Personal Information	*Present Perfect Continuous Tense *Since/For *Present Perfect vs. Past Can Could Able to May Question Formation Short Answers	Ability/ Inability Certainty/ Uncertainty

(6) _____

Emergencies	Present Perfect	Asking for and
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Health
Drug Store

Tense
Since/For
Present Perfect
Continuous Tense

Prepositions of
Location
Question Formation

Short Answers
Must
Have to/Have Got to
Need to
Supposed to
Should/Ought to
Might/Could/May

Reporting
Information
Advice-
Suggestions
Obligation
Directions-
Location
Fear-Worry-
Anxiety
Possibility/
Impossibility

EVALUATING AND RESTRUCTURING A NON-CREDIT ESL PROGRAM

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Traditionally, non-credit and non-academic English as a Second Language (ESL) programs have sought to fulfill a community need by providing English language classes at reasonable cost in convenient locations and with minimal entrance requirements. This paper examines an analytical process used to evaluate a non-credit ESL program and describe the changes effected as a result of the evaluation process.

First, we must define a non-credit adult ESL program and in order to do this we need to examine other types of post-secondary ESL programs to see where non-credit ESL fits into the general framework of program varieties.

There are three major types of adult ESL programs:

1. The first type is designed for the college-bound student and while it may be credit or non-credit, it is essentially academic in nature. There are usually full-time administrative and teaching faculty whose responsibilities include curriculum design work and materials development. The students are full-time and committed to a program of ESL classes designed to last three or four major college semesters.
2. The second type of program is the grant program which is usually federally funded and targeted at a relatively homogeneous population. The curriculum, often written before the students enroll, is tailored to meet the needs of the target population. Instructors are often full-time for the funding period. An example of such a program is an ESL survival skills program for recent immigrants to the United States.
3. The third type of program which is most commonly found in the Community Schools (part of the public school system) or in the Continuing Education Department of the Junior College is the non-credit ESL program that provides low cost ESL classes to the community and is targeted at no one in particular, although the average student is thought to be older, probably employed and not interested in obtaining a college degree. These ESL classes may have an administrator who is also in charge of a range of other course offerings that are not language related. Instructors are based on a part-time, term by term, basis; there are no full-time instructors.

The Language Center at Miami-Dade Community College falls into the third category. It offers ESL classes in the afternoon and

evening as well as courses in seven or eight foreign languages. It exists alongside a successful credit program whose students are, on the whole, young and able to combine ESL classes with some regular college classes. The ESL sections of the Language Center had 264 student enrollments in Fall 1985, 336 in Winter 1985, 380 in Fall 1986 and 508 in Winter 1986. The rise in student enrollment cannot be entirely attributed to changes made as a result of this assessment. However, we believe they were a contributing factor.

In the period from October 1986 to December 1986 we analyzed areas where potential weaknesses lay and where changes could be made in order to improve the quality of classes and, in so doing, better meet the needs of our students. We looked at four major areas--student body, instructors, placement and curriculum. The tools used to identify and analyze these areas were instructor input, a departmental marketing survey, a program evaluation and administrative observation.

1. Students

Adult education classes are targeted at an indefinite group of ESL learners called non college-bound adults. For this reason many of the classes are held at night because the majority of the students are assumed to be unable to attend class during the day. Numerous student requests to the Language Center have shown that this is in fact a false assumption for the Language Center, as many of the students would prefer daytime classes but cannot find morning classes in the area at a price they can afford. At present there is not room on campus for daytime non-credit ESL classes. In addition, there are many college-bound students who do not have student visas, who arrive too late to register for credit classes or who merely wish to begin ESL instruction in the more relaxed environment of Continuing Education classes before registering for credit ESL classes. The typical adult education ESL student is not, therefore, necessarily an older student who needs to attend class at night because he/she is employed during the day.

Data available from a marketing survey conducted by Continuing Education at South Campus suggests that nearly 20% of the non-credit ESL students are under 21 years of age and approximately 50% are between 22 and 30, ages when college education is still a definite possibility. Income range data suggest that while 50% earn less than \$15,000 a year, possibly because they are young, living at home or do not have employment visas, over 15% earn more than \$30,000.

The student body at the Language Center, therefore, covers a wide range of student profiles with a much larger number of younger students than is usually envisaged in an adult education program. The challenge was to design a variety

of course offerings and course materials that would reflect the interests of the learners and the situations in which these learners are likely to require use of the target language. Students come to the Language Center with a wide range of expectations--those who believe they will not learn very much as they will only be in class four hours a week, and those who expect the class and the teacher to be of the highest caliber and progress to be measurable. Some students will stay for only one course, others will follow through the sequence of levels. Some will stop coming to class because of family or work problems and rejoin the class one week before the end of the course.

Our first challenge was to discover how the administrator and instructors could best serve such a diverse, fluid population in an effective way. This was the first challenge.

2. Instructors

Teaching is a taxing profession for both the mind and the body. Non-credit ESL classes are all taught by part-time instructors who have other full-time jobs or who are also working part-time in other departments or institutions. Salaries have tended to be lower in adult education as compared to full-time faculty positions or even part-time credit positions--this is true at Miami-Dade Community College. Many instructors, understandably, teach only one or two courses at the Language Center before finding full-time employment. It is also understandable that part-time teachers who do have full-time day jobs may not have the same creative energy and preparation time to put into evening classes as they do into their permanent jobs. The second challenge was to find and retain well-qualified and enthusiastic teachers who would feel dedicated to the Language Center despite their part-time status.

3. Placement

In the past, students at the Language Center had arbitrarily placed themselves in a course that may or may not have reflected their competency level at the time of entry. Some students wanted to attend a class with a friend and chose a 'common' level. Others began at Level 1 although they had taken many English classes before. Many times students were eventually placed in the right level by the instructor. Overall, the end result was a range of students with varying language abilities enrolled in any given level. In a Program Evaluation given to Language Center students last Fall many students commented on the need for some kind of placement test. With approximately 500 students and no full-time instructors, the challenge was to come up with a test which would fit the needs of the program, i.e., easy to administer, short and probably oral,

as it was obvious from the same Program Evaluation that many students wanted conversational classes and multiple opportunities to practice oral skills.

4. Curriculum

Traditionally the ESL classes in Continuing Education at South Campus have not had a curriculum per se. Instead the teacher was issued a text corresponding to the class level at the beginning of the course and told to cover as much as possible during the course. Other comments in the Program Evaluation suggested that too much time was spent "filling in the spaces" in the text; too much time was dedicated to language form or grammar and not enough time to language use. With no full-time instructors to form textbook or curriculum committees, the challenge was to come up with a text that could become the basis of a core curriculum for a program with an oral emphasis, to design special classes for the more academically oriented students and to select or create supplementary materials that would reinforce, diversify and expand traditional textbook activities.

The second part of this paper will concentrate on some of our attempts to address weak points and meet unmet needs in these four areas.

1. Students

Initially, we believed that we had to look at the types of students and their needs in order to ascertain how we could best upgrade the program. The Program Evaluation was designed to elicit comments on the ESL Program as it existed in the Fall of 1986 and also gain information on the students' expectations and interests. Many students requested more conversation and specialized classes. We felt that in order to better meet the needs of a diverse population, we had to provide different kinds of classes. The Language Center's ESL course offerings now include:

- A. An ESL program with four levels with a test to place the student in the correct level. These classes are strongly oral. The emphasis is on communication activities.
- B. An Advanced, Reading, Grammar and Composition course which meets the needs of the student with academic goals.
- C. A Pronunciation course for students who spoke English well but found non-native accents to be an impediment to effective communication.

With these classes we feel we have begun to meet some of the needs of our student population. Plans for the future include

the initiation of morning classes, a language lab and a computer lab to further accommodate our students by providing more specialized classes and address the need for diversity.

2. Instructors

We have when possible employed new teachers with Masters degrees in TESOL, as empirical observation has proven the degree a distinct plus. At present we are increasing their workload by giving some instructors the option of working on the improvement of the curriculum in order to achieve the following goals:

- A. Produce a well-rounded, academically sound curriculum;
- B. Create a feeling of involvement with the Language Center;
- C. Increase instructor salary.

We have also instituted a series of instructor meetings so that instructors can get to know each other and exchange ideas.

In the Fall we plan a Language Center newsletter to keep the instructors and students informed of our activities, highlight outstanding instructors and circulate creative teaching and learning strategies and techniques.

3. Testing

Choosing a test was not an easy task. With over 400 students to test in the Winter Term, we realized testing could be a logistical nightmare with no classrooms officially assigned to Continuing Education until the day before classes started and no full-time instructors to work on the planning and testing itself. However, we were committed to the idea. Even commercially available tests such as the Ilyin Oral Interview Test and the John Test were long and relatively complex for our needs. Hence, we developed a short oral placement test which uses a series of pictures and a list of oral questions to place the student in one of four levels. Although the testing instrument has no reliability or validity ratings and will undergo review this summer, according to the instructors, their classes mostly contain students of similar skill levels. We test the students in the first class session and all part-time instructors teaching that term are involved in the process. The biggest drawback has been the paperwork involved in drop/adding the students from advertised main sequence numbers to level sequence numbers, but this is something that does not affect the students or the instructors.

4. Curriculum

The Language Center had been using a traditional audiolingual text. It was decided to adopt a more communicative text which is now used in the four levels. In addition, new texts were adopted for the Advanced Reading, Grammar and Composition class and for the Pronunciation class. We also prepared curriculum packages that contained supplementary materials to be used by the instructor or not used as he/she saw fit. Time constraints often prevent part-time instructors from looking for additional material, so we felt these packages would be helpful to the instructors and at the same time enhance the quality of the class. We also videotape classes at the beginning and end of a course to show students and teachers how much progress has been made. This is a morale booster for teachers as well as students.

Conclusion

Although the Language Center's adult education classes enjoyed relatively healthy enrollment figures, it was felt in the Fall of 1986 that the program could undergo certain changes that would serve to upgrade the program to better meet the needs of the students. We analyzed four basic areas--student data, instructor profiles, placement and curriculum. It goes without saying that all these areas are interdependent. We feel that the changes effected as a result of the analytical process have improved the quality of the Language Center's ESL program and have also indicated where we need to concentrate our efforts in the future in order to provide our students with an even better program.

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COMPREHENSIVE ADULT STUDENT ASSESSMENT SYSTEM

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Comprehensive Adult Student Assessment System (CASAS)

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CASAS is a comprehensive educational assessment and curriculum management system designed to measure the identified competencies of local educational programs for all levels of Adult Basic Education (ABE) and English as a Second Language (ESL), including pre-employment curriculum. This nationally validated program, a part of the National Diffusion Network, was developed to meet five major goals:

1. To provide effective assessment materials and procedures for correct placement of students into educational and training programs from beginning through advanced levels of ABE, ESL, and employment training programs.
2. To measure student achievement in a competency-based program.
3. To target day-to-day relevant instruction.
4. To certify attainment of competencies for movement of students into higher program levels and for local certification programs.
5. To provide curriculum and assessment materials and procedures that are adaptable to a variety of educational settings and are linked to the competency-based curriculum goals and instructional programs.

These goals were achieved through the cooperative planning and development activities of CASAS, which is a consortium of agencies that provides educational services to adult and alternative educational programs. This program is coordinated by the CASAS staff of the San Diego Community College District Foundation in cooperation with the California State Department of Education, Youth, Adult, Alternative Education Services Division. The Consortium includes representatives from adult education agencies, community colleges, community based organizations, correctional institutions, special education and alternative education programs.

Developing a competency-based system based on local agency-identified competencies and linked to curriculum and instruction is not an easy task. Many agencies do not have the staff or budget required to construct the items, tests, curriculum linkage and supportive agencies. This cooperative consortium effort therefore provides a comprehensive and built-in

adaptability that could not be accomplished efficiently and effectively by one agency alone.

CASAS Competency List

The Consortium has identified a common core of competencies included in ABE and ESL programs. These competencies are revised and updated on a yearly basis by the Consortium. Currently the competency list contains 34 competency areas and 165 competency statements within the general life skills content areas of Consumer Economics, Community Resources, Health, Occupational Knowledge, and Government Law. An additional 44 statements are included for computational skills. Sources for the competency statements included in this list were adult education projects validated by the Joint Dissemination Review Panel (JDRP), namely, the Adult Performance Level Project (APL), the External Diploma Program, and the CLASS Project. This list has been further validated and refined by 40 adult education agencies participating in the CASAS Consortium. Vocational training entry basic skills are identified using The Vocational Basic Skill Competency Check List. A statement list of Private Industry Council approved competencies in the areas of pre-employment and work maturity is also available.

CASAS Curriculum Index and Matrix

Curriculum materials that include instruction targeted to specific competencies and are appropriate for adult learners have been identified and coded to the CASAS Competency List. The Matrix also identifies the appropriate program and level of instruction. Currently 102 publications are included in the Index and it is updated on a yearly basis.

CASAS Pre-Employment Curriculum Index

To link the pre-vocational assessment procedures with competency-based curricula, CASAS has created a curriculum index which matches each occupational knowledge competency to appropriate materials and program level. The materials referenced in this index were those that met the curriculum standards established by the CASAS Consortium.

CASAS Customized Assessment

The CASAS assessment design includes a bank of more than 4,000 items that have been extensively field tested throughout California and other states over a six-year period. Each item is designed to measure a specific competency statement in the CASAS Competency List. Item and test analysis of the field tested items have established a difficulty level for each item so that a student can be tested not only on specific competencies but also on a continuum of difficulty as he/she progresses through the program. This design enables CASAS to provide customized assessment that directly measures program levels. Also by using

items from the item bank to design tests, the underlying common achievement scale allows for better articulation among programs and levels. Student achievement can be monitored, as well as group progress because all items have been calibrated on the same continuum scale.

National Validation

CASAS has been validated by the Joint Dissemination Review Panel (JDRP) and is approved as an exemplary program for national dissemination through the U.S. Department of Education National Diffusion Network. It assists agencies to implement a competency-based instructional program, and significant gains in student retention are experienced by agencies implementing CASAS. It is transportable to and replicable in a wide variety of educational settings. It has been implemented in more than 100 agencies in California, including local adult education agencies, community colleges, correctional institutions, JTPA programs, community based organizations, and by education programs in Maryland, Virginia, Connecticut, Florida, Massachusetts, Washington, and Missouri. The size and setting of programs varies from large, urban schools to small, rural schools.

CASAS was designed to impact at the institutional level, making possible articulation among program levels and establishing a uniform method for reporting progress. The long-term effect of widespread meaningful reporting of progress at local, state, and national levels.

CASAS Tests Available with Training

1. CASAS Life Skills Survey Achievement Tests, Levels A, B, C, and reading and listening tests, alternate forms for each level are available to monitor progress.
2. CASAS Pre-Employment Life Skills Survey Achievement Tests, Levels A, B, and C, reading, alternate forms for each level. Listening Tests B and C, alternate forms for each level are available to monitor progress pre-employment programs.
3. CASAS Placement Test and Employability Competency System (ECS) Appraisal Tests assists in placing students into program level.

Management of Curriculum and Assessment

Test scoring and test reports for students, teachers and sites are available for those scoring tests by hand and also by computer. Sample record keeping forms are available for both alternatives. Microcomputer programs have been developed to assist in evaluating group progress and analyzing a variety of class and program variables that impact instruction.

Technical Assistance/Training Workshops

To assist agencies with the design and implementation of an assessment system for competency-based programs, training workshops are available for agency staff which address planning, item writing, test construction, use of data, formal evaluation, applied performance measures, and classroom use of assessment to plan instruction. Also 12 agencies serve as CASAS Demonstration sites to provide assistance to other agencies planning the implementation of a competency-based assessment system.

Career Guidance Modules

Four modules address the need for Career Guidance materials usable by ESL/ABE and Vocational instructors.

Users Guide for Vocational Assessment Instrument

Reviews of published vocational assessment instruments which might be appropriate for ESL/ABE clients are also available.

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III. PARENTAL INVOLVEMENT

TRAINING TEACHERS TO PROMOTE LEP PARENT INVOLVEMENT

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The benefits of involving parents in the education of their children are increasingly being reported in the literature (Bennett, 1986; Epstein, 1985, 1986; Simich-Dudgeon 1986a, among others). Parent involvement efforts have been directly related to gains in students' achievement; a decrease in the student dropout rate and absenteeism and closer collaboration between home and school. In spite of this growing evidence, teacher education programs, both at the pre-service and the in-service level, have not seriously integrated this area of study into required courses and/or workshops.

This paper discusses the need for training teachers in parent and community issues, particularly as it pertains to limited-English-speaking (LEP) parents and their children. First, it discusses the cross-cultural meanings of parent involvement, second, the role of the teacher, and teacher attitudes toward parental involvement, and thirdly it provides guidelines for developing home-school collaboration through teacher and parent involvement.

What Are the Cross-Cultural Meanings of Parent Involvement?

Parent involvement is a concept which is interpreted differently by individuals from different cultural groups. In this country, parent involvement is an umbrella term which refers to home and school relations where parents involve themselves in academic and non-academic activities at home and school in support of their children's learning. These types of parent involvement include: parent-as-tutor at home and school, volunteering and advocacy. Epstein (1980) suggests that parent involvement activities can be clustered under five general categories:

- supporting their children's learning at home
- maintaining communication with the school, i.e., attending parent-teacher conferences and other school functions
- serving as volunteer in the school
- becoming involved in governance and advocacy, i.e., belonging to the PTA/PTO, serving in advisory committees
- assuming the role of tutor at home

Epstein suggests that all of these parent involvement roles have positive consequences. However, the most effective in terms of increased student achievement seems to be the parent-as-tutor role.

From a cross-cultural perspective, we can urge that parent involvement may be differentially interpreted by parents from diverse ethnic and cultural backgrounds. Thus, the categories reported by Epstein (1986) are culture-specific. A good number of limited-English-proficient (LEP) parents believe that "the schools have full responsibility and the qualifications for educating their children" (Simich-Dudgeon, 1987). Other parents find it "inappropriate to interfere with the work of the school on behalf of their children" (Simich-Dudgeon, 1987). For these parents, parent involvement means providing an appropriate home environment, food, and care for their children at home. The task of educating their children, they feel, should be left to the professionals at the school site.

Consequently, for the majority of LEP parents, parent involvement, as we in this culture understand it, is a new cultural--and linguistic--concept that must be learned. An additive model of parent acculturation is recommended. Within this framework, the parents' culture is compared and contrasted with our culturally different interpretation of parent involvement. Roles of school, principal, teacher and parent are expanded from those the parents know. The goals of schooling are explained using culturally-appropriate activities which, if needed, might include the use of the parents' native language. This approach allows the parents to contribute a rich world of experiences both with their children and the school community in general. It allows the parents to acquire new skills without feeling inadequate, and it builds up confidence in their ability to assist their children, even though they may have little or no English language skills. For example, Hewison and Tizard (1980) found that even illiterate parents can promote the acquisition of certain reading skills by promoting an environment of literacy, i.e., motivating their children toward literate tasks, providing comparative/contrasting cultural information, asking the children to read to them, and encouraging verbal interaction about written materials.

What Are Teachers' Attitudes and Practices in Parent Involvement?

Teachers are usually concerned about the time involved in promoting parent participation in their children's schooling. Indeed, the most efficient form of parent participation--parent-as-tutor-at-home--is seen as one of the most difficult to organize and monitor (Epstein & Becker, 1986; Simich-Dudgeon, 1986). Teachers believe that more time than they have available is needed "to prepare projects, workshops, and/or directions for parents to use at home" (Epstein & Becker,

1982, p. 103). Teachers are concerned that parents' time is limited. Simich-Dudgeon (1986b) found that high school ESL teachers were hesitant to promote parent-as-tutor-at-home activities because many of the LEP parents/guardians held more than one job. Many of the teachers surveyed by Epstein and Becker (1982) questioned "whether teachers have any justification in requesting or requiring parent assistance in academic or social development (p.104). There are also different opinions about topics and activities which parents might be asked to reinforce at home (Epstein and Becker, 1982). Teachers are concerned about what they perceive to be lack of parent desire to become involved in supporting their children's school work. Other teacher concerns are what they perceive as lack of some parents to become involved in their children's education.

Regardless of these concerns, teachers recognize the benefit of parent-as-tutor-involvement as evidenced by "better basic skills, greater retention of skills over the summer because of work conducted at home during vacations; better behavior of students in class; greater number and variety of classroom materials developed by parents at home, enrichment in areas the teacher could not direct, and improved parental self-image because of successful cooperation with the school" (Epstein and Becker, 1982, p. 106). Simich-Dudgeon (1986a) reports that LEP high school students showed significant gains in English language skills as measured by the SOLOM, an oral language proficiency test. In addition, there were indications of significant growth in English writing skills when structured "home lessons" were reinforced by the parent at home, in support of already taught ESL concepts. Simich-Dudgeon (1986a) reports an increase in sibling learning at home. Parent positive feelings and a higher frequency of parent contacts with schools were also linked to a structured school and parent involvement effort. Teachers who were positive about parent involvement possibilities were better coordinators of classroom instruction and parent support, as home tutors.

Parents' attitudes toward teachers and schools was found to be very positive (Simich-Dudgeon, 1986a). Regardless of cultural background, native language and level of education, LEP parents want to help their children to succeed in school. Over 80% of surveyed parents of over 1,000 students in elementary age classrooms found said that they could set aside time to help their children at home "if they were shown how to do specific learning activities" (Epstein (1986, p. 280).

What Are Examples of Successful LEP Parent Involvement Activities?

- Reading with and to children in the native and/or the second language.

- Helping the teacher in the developing of materials at home. With teacher assistance, LEP parents can develop highly artistic materials for classroom use.
- Acting as collaborators and co-learners with LEP high school students to reinforce and expand on academic topics which have already been introduced by the ESL teacher.
- Promoting literacy by surrounding the child with literate symbols and supporting the learning of the second language and culture while maintaining pride in the family's own language and cultural background.
- Reinforcing the work of the school, as tutors at home, using simple but appropriate academic materials which have been provided by the teacher. Research evidence suggests that successful parent involvement requires the active involvement of schools and teachers, and institutional support.

Should Teachers Be Trained to Promote Parent Involvement?

Teacher training in parent involvement should be made part of pre-service requirements in teacher training programs. With an increasing number of language minority students in our schools, there is even more urgency to train teachers to understand and accept cultural and language differences of diverse parent/student populations and to work in promoting home and school communications. Teachers need to develop greater appreciation of the students' families and backgrounds and that parent participation promotes higher student motivation and achievement.

Since parent involvement requires institutional support, key administrators should also become knowledgeable about positive parent involvement practices. In-service training on parent involvement should be a requirement for state certification.

What Are the Most Important Features of Successful Parent Involvement Programs?

Successful parent involvement programs have:

- clear and focused goals. Samples of parent-as-tutor activities that teachers can promote are: reinforcement of concepts presented at school but that need further review by the student; use of family experiences to reinforce new information presented at school. Simich-Dudgeon (1987) found that LEP parents of high school students successfully acted as collaborators and supporters of

their children's vocational education assignments.

- simple, easy to implement but highly motivational materials for use by the parents at home. The teacher must prepare appropriate materials to be used with different parent-as-tutor activities. For example, if the goal of the parent involvement effort is to promote better parent-teacher communication then the teacher might agree to communicate with the parent regularly, i.e., on a weekly basis, either through written messages, or, as is the case with non-English-speaking parents, through parents or volunteers who speak the parents' language.
- and maintain a two-way communication channel between home and school. Two-way communication between home and school is a pre-condition for improved home-school collaboration. The teachers and administrators need to learn how to encourage parents to feel at ease at school and, in the case of LEP parents, schools must have personnel that speak the languages of the parents whenever possible. School information should be available in a bilingual written format.
- ongoing monitoring systems. Parents and students should be surveyed as to the appropriateness of the parent involvement activities, the effectiveness of the school-home communication efforts and the impact of parent-student home activities on both the student, his/her siblings, and his/her parent(s)/guardian. Teachers should, as much as possible, keep a record of their parent involvement effort to make modifications, as needed.

To summarize, the benefits of parent involvement in the education of their children have been substantiated by a growing body of research findings. Research tells us that teachers' involvement is a key variable in successful parent involvement efforts. Therefore, teacher understanding about the importance of parent active support of their children's learning should be a pre-service and in-service training priority. Parent involvement is an untapped educational resource which needs to be seriously considered and developed.

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A PROCESS APPROACH TO PARENTAL INVOLVEMENT

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Parents have finally been rediscovered. This rediscovery during the last decade has resulted in the recognition that parents are a potent force in the lives of their children and play as important a role as do schools, teachers and administrators in the educational process (Coleman, 1966; McDill, et al., 1969; Woods, 1974; Barth, 1979; Henderson, 1981; Garcia & Morrison, 1983; Reyes-Gavilan, Garcia & Diaz, 1986; Epstein, 1987; Simich-Dudgeon, 1987). Educators are now more interested than ever in devising ways to involve parents in their programs and in defining the nature, kind and extent of the relationships that should exist between parents and schools. (Gross, 1974; Honig, 1975; Gallagher, et al., 1976; Gillum, 1977; Gordon, 1978).

However, even with this renewed interest, there is still a sector of the parent population which is frequently ignored and consequently does not play as significant a role as it should in the educational process. This sector is the language minority parent. These parents, which comprise a majority in certain localities of our country, have traditionally been excluded from participating to the fullest by teachers and administrators. In an era where the link between home and school has been identified as a significant determinant in a child's social and academic achievement, the need to include and actively involve all parents, regardless of race, culture or language spoken, becomes of eminent importance (Ballesteros, 1974; Coletta, 1977; Siders & Sledjeski, 1978; Brisk, 1979; Cerda & Schensul, 1979; Cruz, 1979; York, 1979; Hewison & Tizard, 1980; Epstein, 1985; Simich-Dudgeon, 1986; Henderson, 1987).

This state of affairs gives rise to a number of critical questions: Can we continue to disregard the language minority parent as an equal partner in the educational process? Are we effectively utilizing the skills and contributions these parents can make? How can we facilitate the involvement of these parents in our children's schools? Have we truly examined our parental involvement programs, to see that they meet the special needs of language minority parents?

The identification and answer to these questions must be the concern of all of us who have chosen to upgrade the quality and state of parental involvement. Addressing these issues represents the beginning of a renewed and effective partnership between the home, school and community.

Defining Parental Involvement

Definitions of "parent involvement" have traditionally emphasized the utilization of parents basically as providers of supportive services for the school and community. Unfortunately, these definitions oftentimes fail to take into consideration the specific needs, developmental or otherwise, of parents which can directly affect the degree of exercised involvement (Garcia, 1982). Based on this condition, an urgency exists to collectively agree on an operational definition to the process of "parent involvement," one which stresses a comprehensive and developmental approach.

One such definition is provided by George Morrison (1978, p. 22). Parental involvement is

...a process of actualizing the potential of parents; of helping parents discover their strengths, potentialities, and talents; and of using them for the benefit of themselves and the family.

The important aspect of this definition is the new emphasis on assessing the needs of parents and creating a reciprocal partnership between the school and the home. In this partnership the parents' developmental needs can be met while they in turn provide the required participation in their children's education. Thus, a two-way street approach to the process of parent involvement is created.

This new comprehensive definition gains added significance when we discuss the involvement of the language minority parent. This sector of the parent population is oftentimes plagued by cultural and linguistic barriers which greatly limit their ability to get involved. Language minority parents can be defined as individuals whose dominant language proficiency is minimal and who often lack a comprehensive knowledge of the dominant culture's norms and social system, including the basic school philosophy, practice and structure (Garcia and Morrison, 1983).

Language minority "parent involvement" can no longer be viewed as one-dimensional, but rather as a developmental process. Limited English proficient parents possess a rich field of resources which must be tapped and used for the benefit of the children and schools. What is required is an effective cooperation between parents and the school and an emphasis on equalizing the terms of "parent involvement" with "parent education."

Many techniques considered "traditionally" successful for involving parents are inappropriate in working with minority communities. Educators must be open to adapting methods and developing effective process approaches. The lack of response

by LEP parents should not be viewed as unwillingness to participate or as disinterested in their children's education. The majority of these parents believe that education is very important and are anxious to become involved if provided with the right opportunities. What is required is an effective parent involvement process which combines specific objectives for the effective assessment of the parents' developmental needs and that aims at the provision of the requisite skills.

Process Approach

A process approach to the implementation of a parent involvement program requires several steps. The first of these steps begins with reaching consensus on a definition of parent involvement. If parental participation is viewed as a "developmental process," then specific objectives have to be delineated that accomplish the required developmental goals. For example, is more active involvement in the form of tutoring being sought from parents? Do authorities want to increase the number of parent-teacher conferences that take place in the school? Is more language minority parent participation needed in the PTA?

These and other questions will form the basis for the proposed program objectives and subsequent plan of action. Most importantly, the objectives will assist in the process of framing the needs assessment which should be conducted of the target parent population. This step is the crux of an effective parent involvement program, for it will determine any developmental needs inherent in the parents. It also provides school officials with the ability to tailor the training component to efficiently assist parents to become more involved in the educational process of their children.

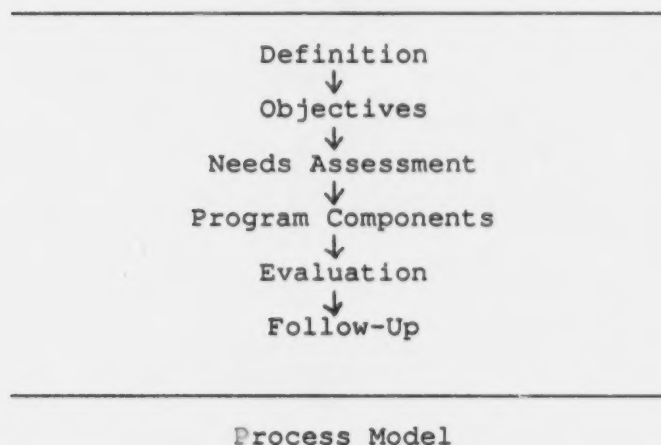
The careful development and administration of a needs assessment will also help in addressing special services needed by the parents such as providing child-care, English language instruction, literacy skills, parenting and school involvement classes. A well-constructed needs assessment can serve to provide important information about the home environment which ultimately affects the degree of school involvement exhibited by the parents.

The next step in this process entails the development of the specific components of the parent program. Will special classes be offered to assist parents with the acquisition of English language skills and/or literacy in order to promote greater school-home interaction? Will the program provide materials tailored to the language needs of the parents and demonstrate its effective utilization in the home environment? Numerous programs have established the direct correlation of student achievement and parental tutoring when provided with the appropriate materials (Garcia, 1982).

The final step involves the evaluation of project activities and subsequent follow-up. It is important that any parental involvement effort which involves training--providing requisite skills to parents--be carefully evaluated on a pre/post basis. There is an eminent need to substantiate parental involvement efforts in order to continue establishing clear correlations between active school parent involvement and students' academic achievement gains.

Follow-up regarding the parents' participation is an essential component of an affective parent involvement program. The follow-up can be conducted 1-2 months after the last training activity. This should be done in order to determine the continued progress made by the parents or any difficulties they might be experiencing. The follow-up should be consistent with the initial proposed objectives. This programmatic activity will also serve to evaluate the effectiveness of program implementation.

FIGURE 1



The Language Minority Parent: Primary vs. Secondary Needs

The majority of parents possess vast resources which should be incorporated in the educational process of children. Too often language minority parents are labeled as "unconcerned" when they do not respond quickly to calls for participation. But have we stopped to examine the conditions these individuals confront daily in trying to survive in a new society? Have we stopped to consider that these persons might not have their primary needs--food, shelter--satisfied, and consequently are not ready to concentrate on other higher order socialization needs such as becoming involved in the school process? Our role as educational officials is to assess at what level of need satisfaction these parents are and then make provisions to

assist them to move on to higher order levels. Only through this approach will we be successful in involving those struggling to adjust to new situations.

Once parents become more stable in meeting their primary needs, they will be more receptive to the calls of involvement. An analysis of this reality forces us to develop programs that focus on providing services to parents that will facilitate this transition, such as providing child care services to facilitate attendance to classes, referrals to social service agencies, and numerous other supportive activities which are crucial during the initial adjustment period.

Additionally, language minority parents face the most obvious obstacle to participation, the inability to communicate with the school system in general and with school officials in particular. This condition leads to feelings of fear, inadequacy, powerlessness and incompetence. At the same time, the culture of LEP parents is different from that of the dominant American culture. Traditional styles of child-rearing, family organization, attitudes toward schooling, organizations around which families center their lives, e.g., churches, life goals and values, political influences, and methods of communication within the cultural group, all have implications for parent participation (Garcia and Morrison, 1983).

Minority language parents often lack information about the American educational system, resulting in misconceptions and a general reluctance to respond to invitations for involvement. Furthermore, what the American educational system is like may be quite different to what minority language parents are used to in a former school system. Many parents may have been taught to refrain from becoming actively involved in the school process, resulting in an attitude of leaving all decisions concerning children's education to teachers and administrators. The American ideal of a community controlled and supported educational system must be explained to parents from cultures where this concept is not highly valued. Traditional roles of children, teachers and administrators likewise have to be explained.

In essence, addressing the specific needs of language minority parents constitutes a crucial objective in the development of a parent involvement program. These parents have unique skills and contributions which they can offer to children and schools. Focusing on the existing strengths of parents, rather than stressing their dissimilarities or inadequacies will facilitate the task of creating greater parental participation.

Strategies for an Effective Parent Involvement Program

The task of creating and maintaining a successful parent involvement program is not always easy. As previously

discussed, many variables must be taken into consideration when designing such an effort. Through my involvement in the area of language minority parent training for the past nine years, several strategies have proven effective in implementing programs of this nature. These are:

1. Contrary to the belief of many school administrators, LEP parents are very concerned with the educational experiences of their children. It has been shown that they are receptive to participation pleas when approached in a warm, personal, positive, and supportive way. Parental reception approaches should deal with the feelings of fear, frustration, and alienation regarding the American educational system that some of these parents experience. Parents must feel welcome and comfortable at their children's school.
2. Parents must believe that what they are doing is meaningful and will contribute to their child's social and intellectual development.
3. Parents are more likely to participate to the fullest extent if they receive practical information and learn skills which are readily applicable at home. What we see happening is that most parent involvement programs lack the specificity of purpose required to maintain involvement. As a result, participant turnover and dropout rates are high. When parental involvement is directly related to the child's developmental welfare, the turnover and dropout rates will be attenuated. Identifying student achievement and the quality of the parent-child relationship as central concerns of a parent involvement program serves to maintain motivation and interest.
4. When participants do not have command of the English language, parent training sessions should be conducted in the native language. Unnecessary translation is distracting and often disturbing to participants and parent coordinators.
5. While training sessions are taking place, it is suggested that the school provide tutorial and child-care services for elementary and other school children who accompany parents.
6. The parenting skill component should be given careful attention in a training program for LEP parents. Parenting in the context of a foreign culture is a particularly difficult task. The cultural gap which exists between foreign-born parents and American-born children transcends generational gaps.
7. The use of novel techniques which enhance interest in

the program is necessary (e.g., role plays, parent-child interaction activities, etc.)

8. There is a need to send out weekly written notices to the parents reminding them of the specific involvement required (training sessions if that is the case). In addition, weekly telephone calls are the most effective means of communication, for they serve to establish linkages and rapport.

While there is literally no end to the type and kind of parent involvement activities that are possible, the coordinated effort of everyone is required to build an effective and meaningful program for language minority parent involvement. Such a meaningful relationship can bring about a change in the state of education and provide mutual benefits for all concerned: parents, teachers, and the community. The challenge and the choice is ours. We can continue to give all the old excuses for not involving parents, or we can begin now to develop genuine linkages with parents. Parents can make a difference in their children's education. With our assistance, the language minority parent is willing and able to join teachers in a productive partnership.

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INTERAGENCY COOPERATION

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Introduction

In his quest for educational reform in early 1983, Governor Kean launched a grassroot initiative under the name of "Public Responsibility for Educational Success" (P.R.E.S.).

P.A.C.T.O. for Family Learning (the only Hispanic, tax-exempt, non-profit parents' group in New Jersey) was involved in the P.R.E.S. initiative in its inception. A practical outcome of this early involvement was the formation of the P.R.E.S. Consortium headed by the Perth Amboy Board of Education and combining the expertise of both public (LEAs) and private (CBOs) sectors.

In its commitment to "interagency cooperation", P.A.C.T.O. for Family Learning prepared the groundwork for two proposals to be submitted jointly to the U.S. Department of Education: one dealt with parental involvement in pre-school education for limited English proficiency families; the other was under the newly created "Family English Literacy" initiative. Both proposals were submitted jointly by the P.R.E.S. Consortium headed by the Perth Amboy Board of Education.

Although only one proposal was funded in 1985, the networking generated in the effort clearly demonstrated to the parties involved that more is accomplished when different agencies join hands to offer grassroot services.

It became easier in 1986 for P.A.C.T.O. to look for other funds which could assist in the development of the "interagency cooperation" concept. Because of funding requirements in Parent Organization Projects, the P.R.E.S. Consortium called upon the Puerto Rican Congress of New Jersey to be the fiscal agent with its affiliate P.A.C.T.O. for Family Learning. The understanding was that, although funds would go to an agency other than the Perth Amboy Board of Education, services would be jointly provided through "interagency cooperation".

For the agencies involved, these initial efforts have entailed a good deal of "give and take" to accommodate each other's needs in order to better meet the needs of the constituents to be served. Still there is a lot of ground to be covered to accomplish the goal of

"...offering COMPREHENSIVE educational services to minority families at the LOWEST possible cost through

the GREATEST level of interagency cooperation that is feasible".

Because the members of the original P.R.E.S. Consortium want to strive to reach such a goal, the rationale for this "interagency cooperation" effort is further described in the pages that follow.

Rationale

"Interagency cooperation" makes a lot of sense from every angle you look at it. It is nothing new under the sun: regulated by the Federal Government in many revisions of the Education Department General Administrative Regulations (EDGAR); praised by social theoreticians; recognized as a valuable, cost effective way of reaching many clients at the lowest possible cost, it is still hardly implemented in these times of fiscal constraints. To make interagency cooperation more acceptable and, consequently more feasible, in this section we will attempt to present its rationale from three perspectives: regulatory, client-centered, and practical.

The Regulatory Perspective

EDGAR is so clear in promoting COORDINATION that it will be sufficient in this section to quote from the Federal guidelines:

Coordination with Other Activities (75.580)

- (a) A grantee shall, to the extent possible, coordinate its project with other activities that are in the same geographic area served by the project and that serve similar purposes and target groups.
- (b) A grantee whose project includes activities to improve the basic skills of children, youth, or adults shall, to the extent possible, coordinate its project with other basic skills activities that are in the same geographic area served by the project.
- (c) For the purposes of this section, "basic skills" means reading, mathematics, and effective communication, both written and oral.
- (d) The grantee shall continue its coordination during the project period.

Methods of Coordination (75.581)

Depending on the objectives and requirements of its project, a grantee shall use one or more of the following methods of coordination:

- (a) Planning the project with organizations and individuals who have similar objectives and concerns.
- (b) Sharing information, facilities, staff, services, or other resources.
- (c) Engaging in joint activities such as instruction, needs assessment, evaluation, monitoring, and technical assistance or staff training.
- (d) Using grant funds so as not to duplicate or counteract the effects of funds made available under other programs.
- (e) Using the grant funds to increase the impact of funds made available under other programs.

The Client-Centered Perspective

Although not mentioned in EDGAR, the most compelling reason for COORDINATION or interagency cooperation among educational programs is that the target populations for these projects are PEOPLE. People, as human beings, resist being divided into parts, "departmentalized", boxed in, or labeled according to service providers' criteria which mainly focus on areas of expertise, disciplines, or funding sources, rather than on client-centered approaches.

It does not make any sense, from the consumer's point of view, having to deal with a variety of educational providers who have targeted a particular family as the recipient of services funded by Adult, Bilingual, Compensatory and Special Education--to name just a few of the resources still available at this day and age of fiscal constraint. It does not make any sense, either, from the provider's point of view, having to serve the desperate needs of minorities with limited resources. Funds can be highly potentiated, if they are brought together into an interagency consortium to offer educational services for the overall family in a comprehensive fashion.

If the client's specific situation is the paramount reason for comprehensive services, then coordination should not be a desirable pursuit but a real must. It is very hard, alas almost impossible, to convey the theoretical intricacies of Special Education and the practical implications of an Individualized

Educational Plan (I.E.P.) to parents who are not only limited English Proficient (L.E.P.), but barely literate in their own native language. Love may know no barriers, and functionally illiterate parents can bestow lots of love to their children, but the elders lack the power of the written word which cripples their parental intervention. Language is power, in addition to "education" and "culture". The illiterate is powerless. Paulo Freire quotes a "campesino" in his transition to literacy who proclaimed "I can NAME the world", when he became aware of the creative power of the word in a similar fashion as the biblical story of the Creator naming the marvels of the universe or Adam naming the animals in the Garden of Eden.

All human institutions develop their own "jargon" and become specialized and elitist groups, separate and somehow above the rest who do not belong to the clique because they do not understand the almost secret code used by the in-group. So for parents to effect changes in Special Education or in the educational system in general, they have to become "literate" which means "aware of their self-worth", of their capability to learn and the tremendous potential power of their words. "Learning words" makes them powerful, self-reliant. They do not need translators. As long as they do, they are dependent on others and keep feeling poorly about themselves. Language learning that enhances self-image and goes beyond the academics to build self-concept initiates the process of making parents masters and creators of their own environment, the home.

No parent involvement program can disregard these realities. Every parent involvement program should be coordinated with an "adult basic skills" and/or English as a Second Language (ESL) component. (See EDGAR 75.580 (b) and (c) above). This is why the U.S. Department of Education's new "Family English Literacy" initiative through the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) belongs with other efforts undertaken by the same USDOE or any other similar human services department.

The Practical Perspective

After reviewing the advantages of COORDINATION from regulatory and client-centered perspectives, we will further support interagency cooperation from a practical point of view. In doing so we will discuss its commonsense value, its efficiency in spite of objections made by "specialized" interest groups, and its cost-effectiveness.

Commonsense Value

Interagency cooperation is good both for the consumer and the provider. It does not make any sense for educational consumers

to open the doors of their homes--and many times of their hearts and souls--to a succession of providers, each one knocking-on for attention, attempting to arouse motivation and presenting their wares as the solution to all problems. If providers understood, beyond their turf and survival issues, that there are consumers' survival considerations at stake, such as preserving their own sanity, understanding all the jargon, and making time for all those needs, then providers would either coordinate their resources or would request additional ones jointly.

Efficiency

Usually one of the roadblocks raised against comprehensive services that coordination strives after is that each type of service requires a specialized caregiver, that in order to be efficient one must be a specialist. Our response to this claim is twofold: first, as a start we are proposing interagency cooperation among educational programs geared to minority homes, specifically peopled by Spanish speakers with some common background who need a variety of educational services which share some common approaches; second, in the PARENTS HELPING PARENTS approach, the point of contact for the provider are peers who can both more easily reach the client than the professional, be trained to deal with a variety of services (Adult, Bilingual, Compensatory and Special Education) in a general way, and know when a referral to a specialist is warranted.

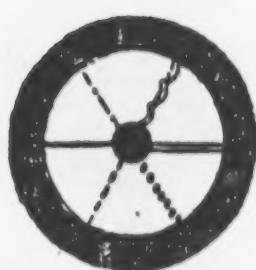
In addition, experienced adult educators will agree that "basic skills" programs are more efficient when they take into account the "life coping skills" people need in order to survive. Language learning--be it native or a second tongue--is much more meaningful and easy when it is related to life situations. This requires "content/context areas", such as "family life" for new (and not so new) parents, "school readiness" for parents of pre-schoolers, "remedial skills" for parents of prospective repeaters, or "special education" for parents of children with special needs. In order to accomplish this comprehensive task, coordination between programs makes them efficient. Lack of interagency coordination is a waste of energy.

Cost-Effectiveness

Coordination is cheaper. For one, top administration costs are reduced when the same individual directs two or more programs geared to the same target population in the same geographical area.

Conclusion

If the rationale for "interagency cooperation" presented here is acceptable, then parent education, organization, and training projects could be developed on the basis roughly outlined. That is, "Family English Literacy" or any other "adult basic skills" program would be the hub of a wheel with as many spokes as related programs are integrated into an "interagency cooperation" delivery system. The graphic below visualizes the concept:



Key

- * Hub (Family English Literacy/Basic Skills Program)
- * Spokes (Other Educational Programs Coordinated with FEL)
 - Training of Parents of Special Education children
 - Pres-school Education/Headstart Programs
 - Parental Involvement in Bilingual Education
 - ===== Family Life Education/Pregnancy Prevention for Teens
 - ===== Compensatory Education, etc.
- * Wheel (Comprehensive services through "interagency cooperation")

In order to develop a model with such characteristics, it is necessary for the parties involved at the various levels-federal, project-wide and locally-to agree on the tasks ahead. The gradual integration of one program at a time, i.e. "Family English Literacy" and Special Education, as it is presently the case in New Jersey is a perfect example.

While this integration takes place programmatically between the two content areas, the various agencies working together develop not only a working relationship, but the organizational know-how and the incorporation of behavioral principles that make coordination feasible, acceptable and desirable.

BRIDGING CLASSROOM AND COMMUNITY: FIELD TRIPS

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Why Use Field Trips?

Field trips are perfect synthesizing activities for the communicative curriculum. They make the acquisition and practice of language immediate and concrete, and they demand generalization of classroom-acquired language skills to deal with new and exciting situations. Language which students use on field trips must be as natural, comprehensible, and complete as possible, for it has purpose. The context of language use on field trips is a very real one, unlike the sometimes artificial language demands of the classroom.

Motivation, that crucial precursor to any successful learning activity, is an intrinsic part of the field trip experience. Students are tantalized by new people, places, and things, all insistently inviting students to talk. Children will certainly find buying lunch at a fast food restaurant a more immediate and meaningful reason to use language than getting a "B." Language use on a field trip has natural and positive consequences: the hamburger ordered is delivered, the child's curiosity about the workings of airplanes is satisfied, or the letter mailed appears in the student's mailbox a few days later.

In addition to learning a language, most Limited English Speaking (LES)/Non-English Speaking (NES) students face an additionally challenging task in their struggle to become equal participants in the educational process: learning a second culture. LES/NES students' contact with the mainstream American culture is often limited by living in tight-knit families or small communities where only the native language is spoken. Field trips encourage students to venture out, to overcome fears of interacting in the culture. Often students will repeat the outings first taken with their families. They learn to read a bus schedule and use public transportation, and to find their way to the pond to go fishing. Field trips expose the students to both the language and the culture of English.

Out-of-school experiences can also contribute to confidence building for LES/NES students. Talents and areas of expertise outside school-related reading, writing, and mathematics can be explored, and the LES/NES student can take a turn in the spotlight. We witnessed a dramatic change in one student's willingness to take risks and make contributions after he showed a younger class how to make a bamboo fishing pole, then demonstrated its use on a trip to a pond. This student, who was not particularly successful at classroom tasks, had helped to support himself and his family in Southeast Asia by fishing.

His stature with classmates and confidence in himself grew from sharing his expertise with other students. Field trips, because of the variety and naturalness in experiences they provide, afford numerous opportunities for student contributions like this one.

The field trip checklist. Field trips can and should be much more than just getting there and getting back, but to do this requires careful planning of activities for before, during, and after the actual trip.

First, integrate the trip into the curriculum. It is extremely important to the success of any field trip that it be an integral part of the classroom curriculum and language learning process. Thus both the language and the content that will be involved in the field trip should be introduced in "Before" field trip activities. Likewise, the language and content that actually is experienced during the field trip should be reviewed and integrated into the classroom language environment in "After" activities once the field trip is completed.

Second, make use of travel time. Although we have not given specific activities for each lesson for the ride to and from the trip's destination, we encourage you to plan for this time as well, and to include singing, language games and "car games" (remember "Alphabet", the game where you look for objects or signs with each letter of the alphabet in order?) in your field trip plans.

Third, consider seating and grouping arrangements. Pairing children of different native languages, or native with non-native speakers will encourage the natural use and modeling of English.

Fourth, include parents. Parents can provide extra supervision and assistance, and their inclusion will strengthen home-school ties and communication with families.

Finally, expect, and incorporate, the unexpected. A successful trip is the result of both careful and effective planning and making good use of the unavoidable (and most desirable) unplanned events (that old "taking advantage of spontaneous language learning opportunities"). We hope that the plans that follow will assist you with former, and encourage you with the latter.

HOMEFUN:

CULTURALLY INCLUSIVE ACTIVITIES FOR STUDENTS AND FAMILY MEMBERS *

HOMEFUN ACTIVITIES SHOULD:

1. Be engaging, meaningful and FUN!
2. Necessitate participation of both the student and one or more family members.
3. Make use of the family's history, experiences, knowledge and language (oral and written).
4. Be flexible to allow for various types of family structures and situations as well as different student language and literacy levels.
5. Integrate language: combine listening, speaking, reading and writing.
6. Form part of the wider curriculum and have careful presentation and follow-up.
7. Be assigned with adequate time for completion.

SAMPLE ACTIVITIES FROM VARIOUS CONTENT BASES:

LANGUAGE ARTS/LITERACY

- * Make lists of favorite family legends or stories or jokes or books.
- * Collect jokes or riddles or proverbs or chants.
- * Collect songs or jump-rope rhymes or word-games (e.g., "Pattycake").
- * Record all of the instances of reading or writing experienced by a family member during one day of week.
- * Record the major forms of written words at home.
- * Collect print (environmental print, formal print) to bring to school.

MATH

- * Develop word or story problems that require family information (for example, the number of uncles and aunts in the family, the ages or birthdates of family members, the number of years the family has been in the present location and country).
- * Create home measurements projects (for example, measuring the heights of different family members, measuring the size of various rooms).

SOCIAL STUDIES (BY DEFINITION IT SHOULD INCLUDE HOMEFUN!)

- * The concept of family:
 - * Make a family tree.
 - * Make a personal/autobiographical timeline.
 - * Collect and share family photos and memorabilia.

- * Map family migration or travels.
 - * Interview family members to develop family histories.
 - * Interview family members about family traditions, events, etc.
 - * Collect family stories in various categories (for example, ghost stories, humorous stories, legends).
 - * Collect family recipes (these can be recorded as someone actually makes a dish).
- * The concept of community:
- * Sketch family's dwelling, neighborhood, favorite spot.
 - * Make floor plans and street/neighborhood maps.
 - * Make maps or flow charts of common family routes (to grocery store, to school, etc.).
 - * Take polls of various students, families, community members.
 - * Interview school and community personnel.
 - * Map the school and school grounds.
 - * Have career times when family members share their occupations and skills.
 - * Have family days (like "grandmother day!") and community days (like "artists day").
 - * Go on field-trips.

* Source: Mary Lou McCloskey & Scott Enright. Department of Early Childhood Education, Georgia State University, University Plaza, Atlanta, Georgia 30303.

IV. PROGRAMS OF EXCELLENCE

PROMOTING ADULT LITERACY IN SAN ANTONIO

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The Family English Literacy (FEL) Project, administered by Intercultural Development Research Association (IDRA), is designed to incorporate innovative approaches to literacy instruction with traditional approaches to increase the participation of the limited English proficient (LEP) population in literacy programs. The IDRA-FEL Program utilizes televised literacy lessons, accompanying reinforcement materials, and a Student Hot Line to support the traditional literacy classes. The LEP adults whose children participate in bilingual education programs in San Antonio area school districts are the primary population targeted for recruitment in the program in an effort to assist them in improving their survival skills and contributing positively to their children's education. This project seeks to achieve the following four objectives.

Objective 1: To provide English language literacy instruction for 125 parents of children enrolled in targeted bilingual education programs.

During the early stages of planning, five San Antonio area school districts expressed an interest in participating in the project and the Project Director later contacted them to reconfirm their desire to participate in the project. These five districts have or have had Title VII bilingual programs and all have state bilingual programs. The five participating districts and data regarding their (LEP) students population are listed on Table 1 (p. 118).

Each district identified a contact person to facilitate recruitment efforts and establish a satellite center. During the first year of operation, parents received a class announcement and submitted registration forms through their children's respective elementary schools. They were later notified about the site and time of the classes.

Second-year recruitment and enrollment procedures were modified through input from the Curriculum Evaluation Committee, a ten-member committee consisting of one parent and one school district representative from each of the five districts, to increase participation. Class announcements were once again disseminated to parents via their children. However, notices contained information regarding class time and location, and enrollment was conducted onsite during class orientation. This procedure increased literacy class participation as demonstrated in Table 2.

During the first year of operation, classes were held once a week for twenty weeks, for a total of forty hours of in-class instruction at each site. Classes were held from January, 1986 through May, 1986.

At the end of the first year, a class survey form was developed and administered to all participants to determine their instruction needs. Responses from the survey show that their major concerns regarding class were that they did not have access to cable television to watch the televised literacy lesson and that class meetings once a week did not afford them enough time to practice the English language. Second-year classes began during the first week of October, 1986 and continued through the third week of May, 1987. This schedule permitted participants to attend classes for twenty-eight weeks. In addition to increasing the length of time that classes were held, in-class instruction at each site was also increased. Class time at each site was increased to two and a half hours to allow students to view the televised literacy lessons. Additionally, in two of the five sites, the Family English Literacy program entered into an agreement with the Education Service Center Region XX to provide classes twice a week. The Education Service Center agreed to provide a teacher that would hold classes twice a week for a total of five hours of in-class instruction. Table 3 shows the number of in-class hours offered by the IDRA-FEL project in the first year and the number of hours that was be offered in the second year.

Objective 2: To develop twenty literacy lessons to be televised on a local T.V. station.

The purpose of producing and airing televised literacy lessons was to allow class participants to reinforce their skills and receive feedback in their own homes and to allow adults not able to attend literacy classes to receive instruction in their own homes. To accomplish these goals, the FEL staff thought it would be important to produce a television program that would be interesting and appealing to LEP adults.

The staff identified some key elements that would hold the targeted audience's attention. These included key communication skills, the use of Spanish to facilitate comprehension, information on how schools operate and ideas for helping children with their school work. These ideas were organized into a three-segment format. This format was slightly modified during the first year to include an introductory segment. This change was precipitated by feedback from the Curriculum Evaluation Committee. Table 4 identifies the purposes and content presented in each segment.

The key skills were identified from the Texas Education Agency's list of essential elements for elementary students. The FEL project staff reviewed this list of skills and identified the twenty skills that were repeated most frequently throughout the

elementary grades. Each television program is designed to introduce each of the skills.

Objective 3: To develop and maintain a Student Hot Line to provide individual assistance for questions and assignments.

The purpose of the Student Hot Line is to provide the support necessary for students to feel successful and continue to learn. FEL project staff and teachers disseminate the Hot Line number on the first day of class as part of an orientation packet. Throughout the class year, students are periodically reminded of its availability. During the first year, calls made to the Hot Line were seldom made for assistance concerning class materials.

More frequent calls were made to the Hot Line by the students to inform the teachers when they would be unable to attend class due to illness, babysitting problems or transportation problems. The Hot Line facilitated good teacher-student communications and allowed the teacher to assist students in solving their problems before they became obstacles to class participation. This same pattern of types of calls made to the Hot Line continued during the second year.

Objective 4: To develop and disseminate public service announcements (PSA's) promoting adult literacy.

Project Literacy U.S. (PLUS), a nationwide media effort to promote awareness of the literacy problem in America, was launched during the first year of the project. The IDRA-FEL project capitalized on this media blitz and made more media coverage than public service announcements would allow.

In light of the data collected during the first year of operation and the progress made in the second year to date, the IDRA-FEL project has developed the foundation for a successful model of providing literacy instruction to LEP adults. This model includes the coordination of state and federal funds, school district contributions, and the private sector (television).

Table 1: Participating School Districts

School District	LEP Students Served	Grade Levels Served
Edgewood ISD, San Antonio, TX	3,997	K-6
Harlandale ISD, San Antonio, TX	2,605	K-12
Northside ISD, San Antonio, TX	526	K-5
Pearsall ISD, Pearsall, TX	253	K-5
South San Antonio ISD, San Antonio, TX	740	K-5

Table 2: Literacy Class Enrollment

School District	1st. Year Enrollment	2nd. Year Enrollment*
Edgewood ISD	21	32
Harlandale ISD	24	41
Northside ISD	23	23
Pearsall ISD	24	18
South San Antonio ISD	18	22
Total	110	136

*As of January 30, 1987

Table 3: In-Class Time

School District Site	No. of Weeks		No. of Hours/Week		Total Hours	
	1st. Yr.	2nd. Yr.	1st. Yr.	2nd. Yr.	1st. Yr.	2nd. Yr.
Edgewood ISD	20	28	2	2 1/2	40	70
Harlandale ISD	20	28	2	5	40	140
Northside ISD	20	28	2	2 1/2	40	70
Pearsall ISD	20	28	2	5	40	140
South San ISD	20	28	2	2 1/2	40	70

Table 4: Format for Televised Literacy Lessons

Segment	Length	Purpose
Introduction	3 min.	Introduce skills vocabulary, and situations to prepare the learner for the content of the lesson.
I	7 min.	Introduce skill in a contextual situation.
II	10 min.	Reinforce skill utilizing a news program format.
III	10 min.	Present the steps for making an instructional material that reinforces skill.

BILINGUAL EDUCATION COMPUTER SOFTWARE (BECAS) PROJECT

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ESOL Software

Florida International University (FIU), through a three-year Title VII grant from the U.S. Office of Bilingual Education and Minority Languages Affairs (OBEMLA), has recently completed the development of an exciting software package to assist ESOL teachers involved in programs for limited English proficient students. Although the Bilingual Education Computer-Assisted Software (BECAS) was designed for limited English proficient junior high school students, it is certainly useful for grades five and above, including adults. The content of the software also addresses the social studies competencies generally required at the junior high school level.

The entire ESOL package consists of 60 computer-assisted units for the Apple IIe, a Teacher's Manual and a Student's Guide. The units are written in English so that they can be used by students from any language group, and are organized in three levels, each containing 20 units.

LEVEL I

Level I starts at a non-independent level and includes grammatical structures for the verb to be, nouns, pronouns, plurals, possessives, the present progressive and the simple past. The social studies content for this level deals with the family, community, school, local, state and federal governments, the American Constitution, economics and map skills.

LEVEL II

The 20 units of Level II deal with modal auxiliaries, the present perfect, infinitives and intensifiers. The social studies content focuses on U.S. history, from the times of the American Indian to the present.

LEVEL III

This level includes the future progressive, gerunds and infinitives, the passive voice, and other structures appropriate for the independent students who have completed the two previous

levels. The social studies content deals with world history, from pre-historic man to the present.

Each of the 60 units or structures has an Introduction, where new vocabulary is presented, a Help section, which explains the grammatical structures, and a Practice section made up of comprehension exercises and grammatical drills. A Game section is also included in each unit to incorporate its particular grammatical structure in a "fun" activity. All units end with a quiz in which the students' answers are scored. These scores can be saved onto the disk for later review by the teacher.

Such a format offers two important advantages: first, it allows students to work at the computer individually, receiving immediate feedback as they progress through the units at their own pace; second, the teacher, free from time-consuming practice drills, can spend more quality time interacting personally with the students. The appropriate use of color graphics enhances the units.

The entire BECAS Software has been available since the fall of 1987. A twenty-hour staff development workshop to train teachers who will be using it is included in the purchase price. School districts will be able to duplicate the units according to their needs.

If you are interested in receiving a sample unit for evaluation, as well as a description of the content of each unit, please contact:

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FUNDAMENTALS OF ESOL LITERACY IN DADE COUNTY, FLORIDA

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Recently published in a local newspaper was a report indicating some staggering statistics: 48% of those who have grown up speaking another language are illiterate. Among these, the report states, are many Hispanics who cannot read, write, or speak English. The impact of this situation will be felt dramatically by 1990, when, according to this article, Hispanics will make up 9% of the labor force in the United States (The Miami Herald, July 13, 1986).

Jonathan Kozol (1985), in his insightful book, Illiterate America, points to threatening gaps in an illiterate person's ability to perform specific life-skill tasks: someone who is illiterate is unable to read front page newspaper headlines, public announcements or road signs, restaurant menus, hospital surgical permission forms, a child's school report, a teacher's letter, a poison warning on a pesticide can or its antidote. These gaps are only more accentuated for the foreign-born to whom acculturation is a goal that needs to be attained in conjunction with second language skills. Kozol's findings indicate that 56% of Hispanics residing in the U.S. are illiterate or semi-literate in English.

This paper will delineate the developmental process which led to the establishment of the literacy program for the limited English proficient population in Dade County, Florida. Working in cooperation with the PLUS (Project Literacy U.S.) national campaign, ESOL Literacy classes were developed in order to address the needs of the following sectors of the population: 1) those who had never before had the opportunity to learn how to read and write well in their own language, 2) those who had had a history of past failure in the regular ESOL program and who had never been able to get beyond a first level, and 3) those who had experienced difficulty in traditional classroom settings. The lack of basic language cognitive skills had in the past precluded the acquisition of the second language. These students would now be directly taught how to read and write in English.

The new course, Basic ESOL, was added to the existing six levels of English for Speakers of Other Languages. An intense public awareness campaign included presentations in ethnic media talk shows by program coordinators, and exposure in television newscasts and in newspaper articles. Public service announcements and ads were produced to convey to the Hispanic community the availability of Adult Basic Education (ABE) ESOL

Literacy courses specifically designed to meet the literacy needs of non-native residents of Dade County.

The recruitment process, initiated during the summer months of 1986, not only helped to materialize the Literacy/Basic ESOL classes, but it also attracted many students, who were channeled into the regular six levels of ESOL. The entire program gained more than 10,000 new students by the first month of the fall trimester, with literacy classes established in several of the adult education centers.

A process was begun to identify students needing the Basic ESOL class among those formerly enrolled who had experienced unusual difficulty in the lower levels. In addition, the need for the course by new students was detected in first-hand interviews. Counselors eased the transition into the classroom setting--they understood the courage shown by these students who had been open about their literacy needs.

Teachers were trained to handle illiterate and semiliterate students with sensitivity and a special awareness of their disadvantages. Success would be built into every step of the learning process in order to develop self-confidence in students. Individualized attention would be necessary since a student's progress would be affected by aptitude and personal circumstances. A comprehensive set of goals was established: students in the class would be receiving basic reading and writing skills, instruction in a second language for the first time, culture awareness within the classroom or lab setting, and elementary verbal communication. Although most students came from the Hispanic community, the program was prepared to serve all speakers of other languages. Training would be directly in English.

Curriculum for the course was developed out of several published texts, mainly, A NEW START, from the Heineman publishers; PASSAGE TO ESL LITERACY from Delta Systems, and ENTRY TO ENGLISH, a Steck-Vaughn publication.

Now, a year later, in the summer of 1987, Basic ESOL is still training students in the minimum basic skills needed for survival, and students are channeled into the regular first level as soon as they are ready for a more traditional classroom setting. The transition is facilitated by teachers and school administrators.

It must be noted that although the main emphasis is on the teaching of English to adults, the Office of Vocational, Adult, and Community Education, Dade County Public Schools, also offers native language literacy (mainly Spanish and Haitian-Creole) to interested students.

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(This paper was originally presented as part of "Networking for Literacy," at the Annual Florida Literacy conference in Orlando, Florida, Florida Adult Education Association, Jan. 22-25, 1987. Co-presenter was Ms. Rosy Diaz-Duque, Assistant Principal, Hialeah-Miami Lakes Adult Education Center).

**HANDS-ON MATH
SPECIAL ALTERNATIVE PROGRAM-TITLE VII**

Vilma T. Diaz
Project Director

Lillian Cruz
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School Board of Broward County

The "Hands-On Math Project" is a Title VII Special Alternative Instruction Project serving Haitian students, grades 1-5, in the Broward County school system. The goals of the program are designed to achieve the following: provide assistance in the development of math and reading skills; develop and implement curriculum materials for the Hands-On Math Program; involve Haitian parents in the school setting; and improve math and reading achievement scores of Haitian students.

The project provides thirty minutes of daily supplementary instructional time utilizing an innovative approach to the learning of math concepts. It emphasizes the acquisition of math concepts through the direct involvement of the learner and the presentation of the skill in a concrete format. Instruction is provided in small groups and done primarily in English.

A math curriculum guide has been developed and field tested in the project. The curriculum involves LEP students in activities using block counters and other materials which require visual and kinesthetic modes of learning.

The primary objective of this curriculum is to help mathematics students at the elementary level to integrate multisensory activities and materials into the existing curriculum. The activities and games included in the resource guide are intended to spark the interest of the learner as well as the teacher.

The mathematics learning activities have been correlated to the Broward County Minimum Basic Skills (MBS) and the Iowa Tests of Basic Skills (ITBS). Explicit directions and examples are included for each activity. Patterns are provided when materials must be constructed for an activity.

The following are sample activities selected from the Hands-On Math curriculum guide:

ACTIVITY 4

MBS	ITBS	STRAND
B2	-	1

Objective: Recognizes and writes the numerals 0-9

Materials Needed: None

Directions: Have each child choose a partner. Each child takes a turn writing numerals on the partner's back and then guesses what the numeral is. Change partners and repeat (p.17).

ACTIVITY 22

MBS	ITBS	STRAND
J2	-	2

Objective: Subtracts two proper fractions having like denominators, without simplification

Materials Needed:

Unifix Cubes

Paper & Pencil

Directions: Using one color of cubes, form a stick of cubes to represent one whole. For example, a strip of 6 cubes to represent one whole would mean that every cube is $\frac{1}{6}$. Have the child count the number of cubes representing $\frac{1}{6}$ to be subtracted. To find the difference, the child would take away the number of cubes to be subtracted. Record on paper (p.52).

Example: $\frac{5 \text{ (or 5 cubes)}}{6} - \frac{1 \text{ (or 1 cube)}}{6} = \frac{4}{6}$

ACTIVITY 24

MBS	ITBS	STRAND
09	-	3

Objective: States the date by month, day, and year, using a calendar

Materials Needed:

Old calendars or calendars given at banks, etc.
Large piece of chart paper
Glue
Yardstick
Scissors
Markers

Directions: Give each child a page of an old calendar. The teacher calls out a month and day. Then, the

student with a holiday or historical event on their calendar cuts it out and glues it on the calendar. Afterward, students are selected to read the special day.

Note: If a student has more than three events, select someone else to glue it on the calendar. (p.53)

ACTIVITY 25

MBS	ITBS	STRAND
010	-	3

Objective: Determines his or her age in years

Materials Needed:

Chart paper

Markers

Directions: Write on chart paper historical dates of famous people. Have students select one famous person and determine how old that person would be to this date and their own age (p.53).

For more information on this program please contact:

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THE ORGANIZATION OF AN ESL PROGRAM

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Florida International University's Intensive English morning program is primarily academically oriented. Students attending this program are mainly interested in going on to different areas of studies within an academic system. Any other courses given for the public are largely part of a loosely formed one-or-two course offering which changes from semester to semester. Directors of the Intensive English Program were correct in recognizing a need to reach out more definitely to the public to offer not only English as a Second Language courses, but also offer a program that would give the community access to a university experience. The target student population would, therefore, be comprised of men and women who would be able to make use of such an environment and who would be able to afford it. As a result, in September, 1984, the Evening ESL Program at FIU was formally introduced and implemented as part of the already existing Intensive English Program.

After a careful study of the population, the program design deserved optimum consideration. It needed to include a curriculum that fit the students' needs and a plan for the program's own future growth and expansion. To differentiate from other evening programs in the community, this Evening ESL program would use grammar as its foundation, and pronunciation and conversation as its results. A laboratory class was also included as an integral component for listening comprehension as well as pronunciation. Since students would be, for the most part, professional men and women, conversing well was of primary importance. Grammar, pronunciation, and listening comprehension would serve this purpose. Another difference would be the exchange of instructors. With a core group of three faculty members, the program would be made of adjuncts who would be able to gain practice in the field of ESL by working side by side with the faculty members and bring to class a fresh academic experience. A possible configuration would be to pair one faculty member with an adjunct and have a partnership. This has worked well within a three hour period.

The Language Laboratory has been an important part of the program. Students receive a guided laboratory class that reinforces pronunciation skills and listening comprehension ability. In the design of this portion of the course, the purpose was to be able to train students to recognize and

use language patterns through a laboratory experience and become independent language learners.

Laboratory classes meet the first hour, from 7:00 to 8:00 p.m. The rationale to this schedule is threefold. First, since this one hour class is an intensive participation activity, we want to get the students when their energy level is at its peak. We want them to receive the full benefit of the stimulating activities especially prepared for them with the sole purpose of making the learning of English more functional and at the same time more enjoyable. Second, the laboratory class serves as a warm up. Our students come to laboratory conversing in their native language and walk out prepared for English conversation in the classroom. Third, the listening comprehension material used in laboratory serves as a springboard for further discussion in class and helps enrich the students' vocabulary.

The teacher must attempt to individualize instruction in the language laboratory. Without this individualization, the laboratory experience could easily become a sterile, mechanized process as opposed to an intimate, teacher/student exchange. The console permits the teacher to control all the booths and to reach each student separately, allowing instant communication to clarify any doubt or correct any error.

We encourage instructors to test pronunciation frequently in laboratory. The students can bring their own cassettes and record at their own pace the material tested; thus, the weaker students have the opportunity to improve their performance.

After forty-five minutes of intensive oral activity in the language laboratory, what better way to end a class than with one or two songs? The use of songs as a teaching tool facilitates the learning of structures, vocabulary and idiomatic expressions.

In our program, learning, as well as teaching, is active, not passive. This active teaching-learning experience begins as soon as we meet our students, and it is this dynamism in the classroom together with our small groups that is main reason we have become a successful ESL program.

In order to maintain a high degree of active teaching-learning experiences going in the classroom, we use many different techniques and exercises. One of our most successful exercises is called "Proficiency Circles." This exercise was born out of the need to pinpoint specific areas of students' strengths and weaknesses. It is also a personalized and meaningful exercise that can be used as a

springboard for other activities in the grammar-conversation class.

A group of four students is selected and asked to step up to the front of the room. They stand in line next to each other facing the class. Their own place in line is now a "proficiency circle." Next, the teacher gives the first student in line "pieces" of a sentence, including a verb and its tense. This student is then asked to take the information and develop a command using the verb "ask." The student next to him transforms the command given to him into a question which is then answered by the third student in line. The job of the last student in line, the last "proficiency circle," is to report the question and the answer.

The possibilities for this exercise are endless. Many variations can be used with students of all levels and all ages. Some teachers use students as the "feeders," and they assume the role of supervisor, moving around the classroom and making sure the exercise is running smoothly. Some others use big classrooms and divide the class into several groups, thereby getting all the students to participate actively.

Whatever the variation, this exercise offers the teacher an opportunity to gauge his students strengths and weaknesses in the following areas:

1. Giving commands
2. Asking questions
3. Answering questions
4. Reporting

It is also a good tool for testing students' command of grammatical structures.

Program staff believes there is always room for improvement and growth, and we have demonstrated this by offering ESL classes on Saturdays and by implementing a new Accent Reduction class. We are certain that FIU's Evening ESL Program is a significant addition to the Intensive English Program of the English Language Institute.

For further information about this program, please contact:

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**V. SPECIAL ISSUES IN ADULT
EDUCATION: PANEL DISCUSSION**

ILLITERACY AND THE IMMIGRATION LAW

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Miami, Florida

The problem of illiteracy is one that cannot be ignored in the Haitian society. Estimates are that as many as 85% of the people in Haiti are illiterate; miniscule state expenditures in Haiti are devoted to public education. While the small elite in Haiti enjoy the luxury of earning a degree, the majority of Haitians remain trapped in a world devoid of education and higher learning. This dilemma was recently addressed in a pastoral letter dated April 11, 1986, wherein all the Bishops of Haiti listed a literacy campaign as an indispensable precondition for securing democratic development in Haiti.

The Haitian Refugee Center, Inc. (HRC) assists indigent Haitians in applying for residency under the new Immigration Reform and Control Act (IRCA) of 1986 which became law on November 6, 1986. Under IRCA, illegal immigrants able to prove they entered the U.S. prior to January 1, 1982 are eligible for legalization, as are persons who can prove they did seasonal agricultural work in the U.S. during a specific period of time. The IRCA consists of three primary programs benefiting such aliens: (1) the Cuban-Haitian Adjustment (CHA) program which grants lawful permanent residency (LPR) status immediately upon approval to those Cubans and Haitians who were known to Immigration and Naturalization Service prior to January 1, 1982; (2) the General Legalization ("amnesty") program which grants temporary resident status upon approval to those aliens who can prove they continuously resided in the U.S. in an illegal status since January 1, 1982 (LPR status can be obtained after 18 months of temporary residency status); and (3) the Seasonal Agricultural Worker (SAW) program which grants temporary resident status to farmworkers who picked fruits, vegetables and other "perishable crops" for 90 days in the year ending May 1, 1986 (adjustment to LPR status is automatic after a certain period of time).

During the course of providing assistance to eligible IRCA applicants, the staff at the Haitian Refugee Center has become acutely aware of the enormous problems posed for those lacking educational skills. This became evident early on, when shortly after passage of the new immigration law we began distributing materials to groups of Haitians in an effort to explain to them their rights under the new law. Although these materials were in Creole, the native language of the majority of Haitians, most persons in attendance simply could not read the materials handed out. Similarly, it became evident when speaking to groups of Haitians in Creole about the new law that, despite enormous efforts to address the subject in a simple and direct manner, the most basic of information provided often had not been understood. Indeed, large numbers of Haitian applicants must

sign their IRCA application with an "X" or can barely manage to scrawl their name along the dotted line.

At every stage of the application process, uneducated applicants must struggle to overcome the enormous burdens placed on them by the IRCA. To begin with, the application forms are complex and difficult to understand, even by the most educated of persons. Applicants with little or no education who attempt to fill out the forms themselves, or who seek assistance in doing so from an untrained third party, often fail to understand the questions asked and inadvertently give incorrect information. For example, applicants must state whether they have ever been "convicted" of a crime. Persons who answer "yes" may be ineligible to adjust their status and become residents. Many applicants who have only spent a short time in jail or received a sentence of "withholding of adjudication" sincerely, though incorrectly, believe they have not been convicted and respond accordingly. Not only could such persons be deemed ineligible by the immigration and naturalization service (INS) because they have failed to prove their eligibility, but they could also be accused of committing fraud in their application, which is an extremely serious charge under the IRCA.

The interview process itself, which follows receipt by INS of the application packet, is also replete with instances wherein the uneducated applicant is put at a great disadvantage. The immigration officer conducting the interview could well recommend denial if the applicant is unable to clearly articulate the details supporting the application, or if contradictions, however insignificant, surface. Hence, applicants with undeveloped communication skills and/or those who have difficulty in recounting past events may be unable at the interview to provide answers to all the questions posed and incapable of convincing the genuineness of the application. Astonishingly, one applicant's credibility was questioned recently because she could not name a bank in the Miami area.

It seems that Seasonal Agricultural Workers (SAW)--the poorest, least educated and most helpless of applicants--are questioned at greater length during the IRCA interview than any other group of applicants, primarily because of the Service's belief that fraud is rampant throughout this program. Farmworker applicants, generally unaccompanied by legal representatives, are asked at the interview to verify information contained in the application form and to provide scrupulous details about their work. Denial can be expected when the applicant does not know such information as his or her date of birth, date of entry into the United States, exact dates farmwork was performed, complete name and address of employer, etc. Those of us who work with farmworkers believe that many genuine SAWs will not remember this information; applicants who can readily provide all these answers could well be presenting fraudulent applications. Unfortunately, however, in making this decision,

the examining officer frequently ignores the cultural realities of applicants from countries such as Haiti, where it is commonplace for individuals to have little or no education and to be unaware of what Americans consider to be the important details of one's life. This situation is not new to those of us who have been working at the Haitian Refugee Center. Political asylum applicants frequently are accused by immigration judges of falsifying their claims because of their perceived inability to articulate thoughts in the succinct, forthright manner Americans are accustomed to.

The SAW program also perhaps best demonstrates the degree to which the uneducated applicant can be adversely affected under the Immigration Reform and Control Act. For example, under this program farmworker applicants are required to have their crewleaders/employers fill out a form detailing the work they have done (Form I-705). This is a confusing and complicated form and the parties who must complete this seldom have much education. Time and again these forms are incorrectly filled out for genuine SAWs, often because crewleaders/employers fail to understand how to properly complete the documents. One of the most common errors committed is that crewleaders/employers, who are required by INS to attach the payroll records to the I-705 or state the reason why they are not, fail to attach these records and give no reason for the omission. Moreover, several crewleaders, apparently without realizing the inherent problems in doing so, have their secretary or other third-party sign the I-705 for them, without indicating this has been done. These and other developments have caused many crewleaders to be investigated by INS for fraud, and genuine farmworkers who have worked for crewleaders suspected of fraud may find their applications denied.

The INS has reported that denials of SAW applications in Florida will exceed 50% and that Haitians constitute the largest group of denials. Those of us working in organizations such as the HRC firmly believe that cross-cultural misunderstandings and unintentional error are often the sole reason for inconsistencies or discrepancies which develop. While we are sympathetic to the Service's attempt to identify documented cases of fraud, we are most concerned that many uneducated, genuine SAWs will become the unwitting victims of the IRCA in the Service's efforts to single out unscrupulous crewleaders/employers.

One cannot address the problems encountered by the uneducated aliens under IRCA without mentioning the enormous difficulties posed for those who are incapable of understanding how best to present their case and yet cannot afford to hire someone who does. Given the high rate of anticipated denials, lack of adequate representation at the appeals stage is particularly troublesome, especially when one considers what is at stake for the alien. Persons without legal assistance will have practically no hope of winning their case and could easily see

their dream of finally becoming legal immigrants shattered, never fully realizing why. It is anticipated that many applicants who receive denials will not realize they only have a short time to appeal (denials are in English only) and will not submit their appeal papers in time. There are no provisions in IRCA for an extension of time to appeal.

The extent to which the uneducated and uninformed applicant with little or no assistance can be harmed under the new law becomes more evident with each passing day. During the past few months, literally dozens of Haitians who applied under the Cuban-Haitian Adjustment program of IRCA were informed by INS that they were ineligible under that program and perhaps they could apply under another section of the law. In fact, the majority of these persons are eligible under the CHA program, which is undoubtedly the best program under the IRCA and affords far more benefits to applicants than any other program. Our fear is that applicants who are entitled under the more beneficial program will forego their right to do so simply because they don not possess the skills necessary to correct the problem and/or are unable to afford to hire someone who does. Similarly, hundreds of CHA applicants submitted their applications to INS without providing a copy for INS to stamp. The INS stamp is the only proof the applicant has that the application has been timely filed; there is no appeal for an application that is untimely filed. Should INS lose the applicant's file, as has frequently been done in the past, such individuals have no proof that INS received their applications. Most disturbing to those of us assisting IRCA applicants was news last month that approximately 5,000 work authorization papers sent by INS to CHA applicants were returned due to incorrect or incomplete addresses given by applicants. This is especially disconcerting, not only because such persons may be needlessly doing without their employment authorization cards but because applicants receiving denials have only a short time in which to file a notice of appeal and failure to submit the appeal in time could result in permanent denial.

Even the INS has recognized the enormous difficulties faced by unskilled, illiterate applicants in their request for residency under the IRCA. In a June 11, 1980 Florida Bar Foundation seminar, INS Chief Legalization Officer Miguel Rodriguez urged lawyers to lend free assistance "not only for those people who are socially and economically able to present a decent application but for those people who are unsophisticated and can't prepare the applications." (The Florida Bar News, July 1, 1987, p.18).

In addition to the problems described above, the poor and uneducated applicants are further discriminated against under the IRCA, by virtue of the regulations created by the INS in determining eligibility. Under IRCA, any alien who has received public "cash" assistance in the past for themselves or their immediate families or have no work history may be denied residency because they are deemed a "public charge". Studies

indicate that 30-50% of all undocumented aliens are near or below the federal poverty income guidelines. Fifty percent of all undocumented aliens live in a household with a U.S. citizen relative, usually a minor child. While an undocumented alien is not eligible for federally-funded programs such as AFDC, the citizen children are. Hundreds of thousands of families with citizen children of undocumented parents have received sporadic cash assistance from such programs. The IRCA's difficult hurdles for poverty-level, uneducated aliens, and in particular women and children, adversely affect those very persons most vulnerable to the law. Indeed, legalization applicants and their U.S. citizen family members have been led to reject needed medical treatment because of the possibility that certain types of medical assistance will disqualify them.

An effort is currently underway to urge INS to implement a national policy whereby persons employed or enrolled in an education or vocational training program which will lead to employment at the time of filing their applications for legalization or Seasonal Agricultural Workers status will not be considered public charges, whether or not they or their immediate family members previously received public cash assistance or had periods of unemployment in the U.S. We at the HRC are encouraging persons who may be deemed a public charge to enroll in educational or vocational training programs, such as the Job Training Partnership Act (JTPA), in order to show their ability to become self-supporting.

The new immigration law also mandates that certain IRCA applicants seeking to permanently remain in this country possess certain literacy skills. While the IRCA waives exclusion from the U.S. for persons over 16 years who cannot read some language or dialogue, a requirement that generally must be met by all intending immigrants, General Legalization applicants wishing to become lawful permanent residents must be able to demonstrate basic literacy skills.

Under the General Legalization program, applicants who have been temporary residents for 18 months can then apply for lawful permanent residence status. In order to qualify for this status, applicants must have a minimal understanding of English and U.S. history and government, or be enrolled in a "certified" course which will provide such understanding (the Attorney General in his discussion may waive these requirements for aliens 65 years and older). Pursuant to Section 245a.3(b)(4)(ii) of IRCA, a course of study in the English language and government of the U.S. will satisfy the requirement if sponsored by: a) an established public or private institution of learning recognized as such by a qualified state certifying agency; b) an institution of learning approved by the Service to issue Form I-20 in accordance with 8 CFR 214.3; or c) a Qualified Designated Entity (QDE). The course materials for such instruction must include textbooks published under the authority of section 346 of the Immigration and Nationality Act.

We expect that literally thousands of IRCA applicants will need to enroll in a course in order to attain the basic skills required of them to qualify for lawful permanent residency status.

CHA and SAW applicants wishing to become U.S. citizens must also have an understanding of the government structure and history of the U.S. and are tested for their comprehension of the English language. Cubans and Haitians who receive LPR status under the CHA program are immediately eligible to apply for naturalization (citizenship), as the five year waiting period after receipt of LPR status has been made retroactive to January 1, 1982. It is believed that many persons who are now or will soon be eligible to apply for citizenship do not exhibit the skills required of them.

It should be pointed out that the INS has not received the large number of legalization applications they anticipated when the program began. Original estimates were that 3.9 million potential applicants could be applying under IRCA. One of the principal reasons advanced for the low rate of applicants is that many aliens do not fully understand the steps they must take under IRCA, primarily due to their inability to grasp information provided them and their inability to understand a very complicated new Immigration Law. It is also believed that many aliens may simply feel overwhelmed by the whole process or are discouraged by the enormous costs of legalization. Indeed, the costs involved for legalization can be prohibitive for many. The INS has imposed a \$185 fee for the General Legalization and SAW programs, which we believe is contrary to Congress' intent to make the program accessible to all aliens. This fee is in addition to a range of other mandatory expenses, including expenses for medical services, certification of documents, photographs and fingerprints, document retrieval and waiver fees. There is an ongoing challenge to encourage all eligible applicants to come forward, not only initially but throughout the entire application period, in order that eligible applicants might secure the benefits to which they are entitled.

While it is evident that uneducated IRCA applicants face a wide range of obstacles, the IRCA nonetheless provides many aliens with a hope they dared not imagine, a hope of legitimizing their status and coming out from underground after years of living in isolation and fear. Under the IRCA, applicants who receive temporary residency status or lawful permanent residency status are eligible for assistance under the Refugee Education Assistance Act of 1980 and Title IV of the Higher Education Act of 1965. It is hoped that through programs such as these, Haitians and other ethnic groups will at last be in a position to rid themselves of the tremendous struggles they have faced and will become the valuable, contributing members of our society they so truly deserve to be.

NETWORKING AMONG AGENCIES

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I work with Adult Basic Education (ABE) in Broward County. As an agency, we have been discussing the implementation of literacy programs and the need to establish linkages in order to be more effective in our efforts to serve the community. Legislation has been passed in Tallahassee in an effort to bring to the forefront the literacy problems we have throughout the State of Florida. I would like to take a look at what we are doing in Broward County, and in many counties, from two perspectives. The first is the bureaucratic interjection--the part in which the laws are passed and policies are made. The second is the working process, when these policies are passed down to the State Department of Education, the bureaus and the local education agencies--the school boards.

Many of us here represent programs and entities from different counties. In Dade County, which, like Palm Beach and Broward Counties, operates on a decentralized system, there are eminent problems in trying to establish linkages with other organizations, even communication within individual departments. If Dade is anything like Broward, it takes four to six days just to get a purchase order signed within the department. You need the supervisor's signature and the assistant director's signature, the other assistant's, the director's, the associate superintendent's, then the approval of all other departments relating to the purchase order, even the vendor from whom you will finally purchase the equipment. The process with the purchasing department then takes two to four weeks. This creates an unnecessary level of frustration among those of us who are trying to accomplish something and are basically concerned with the final product.

Last year in Broward County we served approximately twenty-eight thousand students who were at different grade levels, between zero and ten. Classes were held in churches, community centers, prisons, adult centers, jails, businesses, community based organizations, libraries and in many instances, even halls. Someone mentioned something earlier about bridge building. This is one of the things that has been forced upon economically in terms of being literacy providers.

When I was little in Fort Pierce, working in the orange grove, I used to watch television. I would see this guy going to the airport in his three-piece suit, with his jacket in his hand and a trench coat in his arm, kissing his little boy and his little girl and his wife good-bye, taking off on a business trip. This

was one of my dreams, and my feeling was to stay in school so that one day I could reach the level where I could do the same thing: go to the airport and fly away. I wanted to reach that level of importance and status, where I would be able to do that. Our programs are aimed at people who have the same kind of dreams.

What we have seen economically in Broward County over the past three years has forced organizations to establish the linkages they need in order to get programs to the people in the community who need them. As a result of the new laws that have been passed, we are going to have more competing agencies for the dollars that we are going to receive in the future. Because we had the luxury of being the School Board, we had all this money coming in from the Adult Education Act, specifically, Sections 306 and 310. Only six or seven counties were competing for these dollars. It is not so any more. Now there are going to be many agencies competing for the same money that the School Board had the luxury of competing for in the past. So, this is forcing us to establish the linkages that we needed to have established in the past to eliminate the territorial rights we so vigilantly have fought to maintain. In the future we are going to have to share what we are doing in order to avoid fighting for the dollars that we are going to receive.

This gives us several incentives for the future, a few of which I see as essential for Broward County. We need to create an awareness of the problem of illiteracy and work with other agencies in this endeavor. One of the most rewarding and fulfilling experiences I have had in Adult Education occurred a few years ago in St. Lucie County. When I first started working with a group of veterans, I had to go to a local pool hall to encourage them to attend class. I would urge them to turn in their hours so that they could get their veteran's checks. After they started coming to class and saw that it was not as laborious a task as they had anticipated--that learning could be fun, too--they started coming on a regular basis. However, that awareness had to be created. Thus, we have to work together to show the people who need these programs that they are not alone. This is the direction we are taking in Broward County: to stimulate public awareness, specifically, to those individuals who feel isolated in their need.

We have to keep going back to the bridge building. When we create this awareness, we must work in conjunction with other agencies that deal with the particular population that requires adult literacy programs. One of the most rewarding exchanges has been the South Florida Literacy Task Force. This group has brought us all together. We have started talking and finding out what everyone else is doing. We have started to work together and have decided not to be competitive. So, we must cooperate and exchange the necessary input to come up with that final product. Territorial rights have no place in these discussions. We have come together and pooled our resources to

set goals and achieve them. This is one of the finest things to have happened in the twenty years that I have worked in Adult Basic Education.

Thus, we have to create an awareness. We must think about what other people are doing and come together to work as a unit. We also have to take into account the quality of the programs we want to present in the different communities we are serving. We have to review the legislation and provide the requirements that have to be fulfilled for citizenship, that is, civics, history, government. These should be included, if they do not already form part of the curriculum, so that what we offer is a quality product.

One of the difficulties for ABE programs is recruiting. If people feel that they are not alone, for example, through public awareness campaigns, then the recruitment process will be facilitated. People do not want to openly state that they are unable to read and write. One example of this is a gentleman I met at a company we were working with. This man was a foreman. He did not want the other men to know that he could not read and write that well. I was interviewing employees to find out how many were interested in Adult Basic Education. This foreman sneaked in after the others had gone through the interviewing process and expressed a desire to participate in the program we were offering. When questioned, he admitted to being able to read and write "a little bit, not that much." This was something he could not, however, admit to his fellow workers. Such holding back hinders recruitment, and this is why awareness is so crucial. If these individuals are shown that they are not alone, they can be helped to overcome the feeling of isolation, and thus be dealt with more effectively. A cohesive effort that includes using knowledge of the psychology, sociology and history of this clientele will heighten the awareness, and this, in turn, will facilitate the recruitment process.

At another level, a continuity of statistics must be developed. There is much confusion in the press and in the community when it comes to numbers. We need to identify and agree upon the source for the statistics that we are going to use. Only then can we unite behind a common front and show continuity of effort when we are dealing with the press. If the public is presented with varying sets of statistics and conflicting information, doubt is going to set in and our credibility is going to be diminished. We need the real set of statistics, what actually exists and within which parameters, so that everything is well-defined. To do this we have to keep open the lines of communication so that we can establish the linkages that are so vital to the success of our programs. We have to give and take, make concessions. This can create frustrating situations, but in order to attain that final product we have to surrender that territorial right.

ISSUES OF LITERACY IN SOUTH FLORIDA

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The Adult Education Program has been involved in providing services for immigrants in Dade County for as long as there have been immigrants. It was really a result of Dade County School Board member Dr. Rosa Castro Feinberg's questioning which made us take a closer look at our program to assure it was meeting the needs of the new illegal aliens, who because of the recent legislation, were going to be able to finally come forward and begin to participate in our community in a healthy, vital way. We have had ESOL classes in the twenty-six adult centers for twenty-five years, and while they have had a relatively heavy Hispanic population, they have served students from many countries. We became aware recently that we probably were not serving the needs of the illiterate--the person who is illiterate in his native language who is attempting to learn English as a second language.

You are going to hear more about our efforts. Dr. Berta Savariego on our staff has been working with some very specific programs to address the needs of the very low level and frequently illiterate students who are attempting to learn English as a second language. So we have begun that process with some special programming. We have had a foreign student office which basically counsels foreign students, specifically adult students, for a number of years. We try very hard to provide educational services for everyone. We are faced now with a less educated student. For years Dade County has had the luxury, and it has been a luxury, of addressing students who needed increased English language skills but who were well educated in their native language. That makes the past much easier. But certainly in the last seven or eight years, we have become more aware of the fact that the new students coming into our English as a second language classes and into our American history and government classes are less educated in their native country, and so this has added an interesting dimension to say that in a positive way.

I move on to discuss issues of literacy for a native American. I think it is important to understand that literacy is a problem for native born Americans, just like it is a problem for more recent immigrants. I wish I had been here yesterday to hear Carman St. John Hunter because she certainly is one of the leading experts in the field of literacy, and her book Adult Illiteracy in the United States (1979) is frequently referred to in our area of business.

She and Jonathan Kozol probably are the two authors in the last two or three years that have focused specifically on literacy and illiteracy among the native born Americans who speak one language and are illiterate in their native language. One of the real puzzles about this is statistics. How many are we really talking about? We really cannot address that problem in Dade County in terms of recently arrived immigrants. We cannot even address it in terms of native Americans. We play some real wild games with statistics. Most of them are inaccurate, contradictory, and they are distorted because they are based on census data which is concluded from what grade the students have completed.

Illiterate American adults have done such a competent job of hiding their illiteracy that they frequently do not give accurate data to the census people. Carman Hunter, in her book, talks about the U.S. problems of education, inferring that 57 million Americans do not have skills adequate to perform basic tasks. This may not mean that they are totally illiterate, but when you think of how we function in today's society, you know that we have to be able to do more than write our name in order to survive. She goes on to say again that the U.S. Department of Education said almost 23 million Americans lack the competencies to function in our society today. An additional 34 million Americans are able to function but not proficiently. Jonathan Kozol (1985), in his book Illiterate America, says again that in 1983 the U.S. Department of Education tells us that 23 million Americans are totally or functionally illiterate. We are talking about native born--quite a large percentage of them are white native born Americans. An additional 46 million Americans may be considered marginally functional. That is a total of 72 million American adults who function at a marginal or less level.

One of the projects I would like to speak of is Project PLUS--Project Literacy United States. It is a combined effort between the American Broadcasting Company (ABC) and the Public Broadcasting System (PBS). The agency cites a 1982 survey administered by the census bureau where it is estimated that there are approximately 17-21 million Americans that cannot read or comprehend the kind of communications they would be out to receive through public assistance. We have a major problem amongst native American speakers separate from the issue that this country faces due to receiving large numbers of immigrants who may come to the U.S. with limited literacy skills in their native language.

Several of us in Dade and Broward Counties have been working this year in Project Literacy U.S., networking and combining efforts through a grass roots approach. A year ago, Miami-Dade Community College presented a symposium on illiteracy. It was the first attempt locally of those

providing literacy services in Dade County to begin to look around and see who we were, who we were serving and more importantly who we were not serving. Some of the people that came forth and some of the people that came who have worked diligently this year in some productive activities were the Dade County Adult Education Department, the Center for Adult Education at Miami-Dade Community College, Learn to Read Volunteers, Miami Dade Public Library, LEAD program, Women's American ORT, Broward County Public Schools' Adult Vocational Educational program, and the Broward County Library in Action program. United Teachers of Dade have been heavily involved in the program this year; so have Metro-Dade Community Action Agency, Florida International University, The Miami News, Dade Reading Council, Job Services of Miami, Urban League of Greater Miami, and the Florida Literacy Coalition. These are just a few of the agencies that have been identified in Dade County as being involved in some way in assisting the kind of student that we identify. So what did we do this year, after we found each other and began talking to each other? And that in itself was a very productive situation! We decided that our goal this year was to assist in raising public awareness. That is basically what the national literacy program Project PLUS had as its intent, creating in the minds of the people a sensitivity toward the issue of illiteracy, an idea that there might be a real problem which needs immediate attention. I often hear people say to me, "You know, I really don't think there's a lot of people in Dade County that can't read. I don't think literacy is a problem in Dade County." These individuals need "awareness."

As one of the activities carried out through the Task Force, we asked each of the providers in Dade County to develop some individual action plans. We had a lot of different goals and objectives.

This year two teleconferences brought in from the national level were sponsored during December, 1986 and June, 1987. With the assistance of Channel 17, the public school broadcasting station, we developed some Public Service Announcements that were sent out to local stations to raise awareness. We assisted in the State Literacy Conference in Orlando in January. We participated in an hour long literacy program by Chanel 17 on live television broadcasting. With United Teachers of Dade and the Dade County Public School System, we sponsored a poster contest with our adult vocational students. They had to develop a poster that would assist us in getting students into the classes. We developed and distributed a newsletter as part of the PLUS project. Local cable stations and Miami-Dade designed a literacy series for one of the local cable stations. The project goes on until next year. One of our major projects is advertising with McDonalds to focus in on adult illiteracy.

We are really pleased with the fact that now we know who the literacy providers in Dade, Broward and Monroe Counties are. We believe that to be a very productive first step in networking and addressing some of the issues. Those involved in Adult Basic Education for the last fifteen to twenty years know that people with literacy needs are difficult to identify, they are difficult to recruit, they are difficult to hold in classes. We have no magic formula. We cannot wave a magic wand and all of a sudden you learn to read. It is hard work. It has been a tough job and it will continue to be a tough job. But we are fortunate to have interested, dedicated, energetic, enthusiastic people involved in helping eradicate this eminent problem.

VI. APPENDICES

APPENDIX I
FAMILY ENGLISH LITERACY PROGRAMS
TITLE VII

FAMILY ENGLISH LITERACY PROGRAMS

The Family English Literacy Program was initiated by the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) to serve limited English proficient adults and out-of-school youth achieve competence in the English language. Projects funded under this category are also designed to provide instruction to parents and family members on how they can facilitate the educational achievement of limited English proficient children. There are currently over twenty-five programs throughout the United States serving approximately twenty different language groups. A brief description of each project and the person to contact for more information and/or requests for materials is provided.

1. Contact Person: Ms. Grace Holt
California State University
Hornet Foundation
6000 Y Street
Sacramento, California 95819
(916) 929-3708

Program Description: This program serves approximately one hundred speakers of Hmong, Khmer, Laotian, Mien, Spanish and Cantonese languages. Instruction in ESL features an eclectic methodology incorporating the use of Total Physical Response (TPR), Language Experience (LEA) and Natural Language Approaches. The project also provides parent training to participants. A manual incorporating literacy, ESL and parenting skills is available through the program.

2. Contact Person: Ms. Chris Chavez
Gilford Unified S.D.
7663 Church Street
Gilroy, California 95020
(408) 842-5922

Program Description: This program serves approximately three hundred participants whose primary language is Spanish. The project provides instruction in ESL, reading, writing and computer literacy. A computer-mobile is utilized to facilitate the attendance of participants to the program.

3. Contact Person: Ms. Joan Davis
Glendale Unified S.D.
Office of Intercultural Education
223 North Jackson Street
Glendale, California 91206
(818) 241-8111 ext. 394

Program Description: This project provides a variety of instructional services for one hundred and fifty Spanish, Korean, and Armenian speakers. Project Welcome offers classes in literacy, ESL, health and nutrition. The program also facilitates LEP parents participation in local school partnerships.

4. Contact Person: Mr. Liem Thanh Nguyen
Santa Clara County
Office of Education
100 Sleyport Drive
San Jose, California 95115
(408) 947-6825

Program Description: Working with three school districts and serving two hundred adult speakers of Cambodian, Laotian and Vietnamese, this project utilizes televised classes and a Total Physical Response approach to ESL instruction. It also provides parent training classes to participants.

5. Contact Person: Ms. Ligaya Avenida
San Francisco Unified S.D.
135 Van Ness Avenue
San Francisco, California 94102
(415) 565-9713

Program Description: This program targets eighty speakers of Chinese, Spanish, Filipino and various Asian languages. While facilitating refugee acculturation, it offers structured mini-courses in English, seminars in school operations and informal training sessions with parents, teachers and school administrators.

6. Contact Person: Ms. Josefina Lyon
Denver City S.D. #1
Department of Bilingual-ESL Education
900 Grant Street
Denver, Colorado 80203
(303) 837-1000 ext. 2811

Program Description: Two hundred speakers of Spanish, Laotian, Vietnamese, Cambodian and Hmong participate in cross-cultural training that emphasizes an eclectic instructional approach. The ESL and literacy instruction focuses on the acquisition of survival skills.

7. Contact Person: Dr. Art Campa
University of Colorado/Regents
School of Education
Campus Box B-19
Boulder, Colorado 80309

(303) 492-3358

Program Description: Serving approximately seventy-two Spanish speaking adults, parents and/or out-of-school-youth, this project offers financial and social support for participants. The project provides ESL and literacy instruction. Additionally, Individualized Employment Plans (IEP) are developed for each participant.

8. Contact Person: Mr. Marcelo Fernandez-Zayes
Ms. Maria Lukeva
District of Columbia Public Schools
35th & T Streets, N.W.
Washington, D.C. 20007
(202) 673-3551

Program Description: Approximately one hundred and twenty participants of multi-language backgrounds are served by this program. ESL instruction and basic skills are accompanied by competency based Computer Assisted Instruction (CAI) utilizing a system of mastery learning. The project is also involved in adapting the district's comprehensive competencies program.

9. Contact Person: Ms. Delia C. Garcia
Family English Literacy Network Program
Florida International University
College of Education
University Park
Miami, Florida 33199
(305) 554-2647

Program Description: This program targets one hundred and fifty Spanish and Haitian Creole speakers throughout Dade and Broward Counties, offering ESL and literacy instruction as well as parent training. It is based upon an interagency cooperation model which incorporates local educational agencies (LEA), community based organizations (CBO) and institutions of higher education (RHE). The project has adopted the Comprehensive Adult Student Assessment System (CASAS).

10. Contact Person: Mr. Dennis Terdy
Northwest Education Cooperative
Community Consolidated School
District #54
500 South Dwyer
Arlington Heights, Illinois 60005
(312) 870-4106

Program Description: Approximately one hundred ninety participants representing varied language backgrounds

are served in this program. The project offers ESL instruction in basic survival skills, as well as parent tutoring skills.

11. Contact Person: Dr. Jon Kaiser
The Network, Inc.
290 South Main Street
Andover, Massachusetts 01810
(617) 870-4106

Program Description: Addressing the needs of approximately five hundred and fifty adult speakers of varying languages, this project spans three states (Massachusetts, Rhode Island and Connecticut), providing training experience and QUILL, a writing program based on microcomputers.

12. Contact Person: Dr. Donald Macedo
Ms. Elsa Auerbach
University of Massachusetts-Boston
College of Arts and Sciences
Harbor Campus
Boston, Massachusetts 02125-3393
(617) 929-8349

Program Description: This program offers an urban focus for approximately one hundred and fifty speakers of Haitian Creole, Portuguese, Spanish, Asian and Capeverdean. The instructional component features ESL, reading and writing skills. Additionally, the project focuses on the training of literacy specialists, while emphasizing a curriculum development process approach.

13. Contact Person: Dr. Felix Valbuena
Detroit City School District
Legislative Affairs
5057 Woodward Avenue
Detroit, Michigan 48202
(313) 494-1711

Program Description: Serving approximately five hundred speakers from various language backgrounds. This program utilizes a collaborative initiative between the Bilingual Education and Adult Education Departments to provide ESL instruction in the context of practical urban life skills as well as effective parenting skills.

14. Contact Person: Mr. George Gianetti
Oak Park S.D.
Bilingual/ESL Department
13900 Granzon
Oak Park, Michigan 48237
(313) 548-4484

Program Description: Directed primarily at Chaldean speakers, this project provides one hundred twenty adults with survival English, literacy instruction and parenting skills. The program utilizes an audio-visual instructional approach. Structured learning activities for pre-kindergarten children and parents are available through the project.

15. Contact Person: Ms. Judy Saumweber
Lao Family Community of MN, Inc.
976 West Minnehaha Avenue
St. Paul, Minnesota 55104
(612) 487-3466

Program Description: This project serves approximately four hundred and twenty Hmong adult speakers, providing ESL instruction, math, native language literacy, parent training and employment readiness. The program utilizes model of interagency cooperation between the St. Paul P.S. and Adult Basic Education.

16. Contact Person: Dr. Jose Oliva
Perth Amboy Board of Education
178 Baracks Street
Perth Amboy, New Jersey 08861
(201) 826-3360

Program Description: This project serves approximately four hundred parents/adults by using parents as providers and recipients of services. The program combines a model of interagency cooperation for the delivery of services.

17. Contact Person: Mr. Jay Siska
Northern Marianas College
P.O. Box 1250
Saipan, CM 96950
() 234-6932

Program Description: The program serves approximately thirty speakers of Carolinian and Chamorro languages, providing ESL instruction, parent tutoring skills and employment preparation.

18. Contact Person: Ms. Mahensia Thomas
Palau Bureau of Education
Bilingual Education
P.O. Box 189
Koror, Palau TTPI 96463

Program Description: The program serves approximately ninety participants of Palauan descent. The instructional component features structured ESL instruction, native language reading and writing literacy, and par-

ent tutoring skills.

19. Contact Person: Ms. Venita K. Taveapont
Ute Indian Tribe
Education Division
P.O. Box 190
Fort Duchesne, Utah 84026
(801) 722-2331

Program Description: The program serves approximately fifty speakers of the Ute language. Project concentrates on the provision of ESL instruction, pre-employment training and parent tutoring skills.

20. Contact Person: Ms. Liz Garza
Intercultural Development Research
Associates
5835 Callaghan Road
Suite 350
San Antonio, Texas 78228
(512) 684-8180

Program Description: The program serves approximately one hundred and fifty Spanish speaking participants. The project has developed sixty cable television video literacy lessons which are available for a fee. The program features a hotline for participants. Supplementary printed materials are available weekly in the local newspaper.

APPENDIX II
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APPENDIX III
SELECTED MATERIALS

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